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ABSTRACT

The results of 5 years of study and preparation, these objectives and standards for Pharmacy Library Service and the accompanying planning guide are designed to provide pharmacy college librarians with the tools necessary to plan and evaluate their library services. The objectives and standards which were developed from those published for special libraries, set forth guidelines for the library in general, the staff, the collection, budgeting, services, and physical facilities. A listing of standard specifications for facilities is included. The planning guide sets the context of the pharmacy college library service, describes the library's characteristics, and presents its profile using a worksheet approach that allows the librarian to evaluate and plan for a particular library. (RAA)

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FIRST EDITION, 1975

STANDARDS AND PLANNING GUIDE

FOR PHARMACY LIBRARY SERVICE

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STANDARDS AND PLANNING GUIDE FOR PHARMACY LIBRARY SERVICE

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INTRODUCTION

The American Association of Colleges of Pharmacy has long been concerned with library standards. Its formal interest began in 1933 with the formation of a Standing Committee on Libraries whose charges were to "aid colleges in the selection of books, give information regarding serial publications, suggest ways and means of increasing the usefulness of the library, secure additions to the library and create a greater appreciation of the value of a good library."

This was an active committee, but contained no librarians. In 1952 pharmacy school libraries came into the mainstream of American librarianship with the formation of the Joint Committee on Pharmacy College Libraries which included members from the American Association of Colleges of Pharmacy, the Special Libraries Association and the Medical Library Association. In 1953 the Joint Committee report concerned itself with matters relating to standards: (1) specification of qualifications for library personnel; (2) establishment of minimum lists of holdings; (3) satisfactory library patterns in different kinds of institutions; and (4) suggestions for developing good library habits in students.[1]

In 1966 the Joint Committee on Pharmacy College Libraries began sponsoring meetings of pharmacy school librarians with the American Association of Colleges of Pharmacy Teachers' Seminar, and out of this grew the Section of Librarians which was organized as the seventh section of the AACP Council of Sections in 1970. At this organizational meeting one of the main features of the program was the presentation and discussion of an invited paper by Dr. Martha Jane Zachert, "The Formulation of Standards for Pharmacy College Libraries: A Rationale and Proposed Plan for Action," which stressed the need for standards not simply as static goals, or as norms for the groups, but as a planning guide. Dr. Zachert emphasized that this would require an "evaluative instrument" and noted "the only planning standards for libraries which have come to my attention were written for the use of school libraries."[2]

At that meeting the newly elected Chairman, Dolores Nemec, University of Wisconsin, appointed a Standards Committee consisting of Theodora Andrews, Purdue University, Chairman, Julita Awkard, Florida A & M University, and Gertrude Lorber, Pfizer Laboratories; in 1972 Helen Silverman, St. Louis College of Pharmacy, replaced Gertrude Lorber.

In 1971 the first draft of the Standards was presented for discussion by the Section at the annual meeting. A revised draft was studied further as part of the program at the 1972 meeting, and in 1973 it was formally adopted by the Section at its fourth annual meeting.[3] The Committee was

then charged to compose an evaluative tool to assist the libraries in applying the standards.

With a grant from the American Association of Colleges of Pharmacy, and with the courtesy of hospitality from the School of Pharmacy, Florida A & M University, an augmented Standards Committee met in July 1974 to assist the Standards Committee Consultant, Dr. Zachert, in writing such a tool, the result of which work session is this planning guide.

The Section of Librarians is indebted to two previous works which have provided models for the Standards and the Planning Guide. The Standards have been adapted from the "Objectives and Standards for Special Libraries"[4] and the spirit and form of the Planning Guide derive from an innovative and farsighted library tool with implications far beyond high school libraries.[5]

Elizabeth C. Jackson

References

1. Rosenstein, Philip, "Changing Objectives of the Pharmacy College Library," American Journal of Pharmaceutical Education 27 (1963), 248-261.

2. Zachert, Martha Jane K., "The Formulation of Standards for Pharmacy College Libraries: A Rationale and Proposed Plan for Action," American Journal of Pharmaceutical Education 34 (1970), 907-914.

3. Minutes of the Meeting, AACP Section of Librarians, July 11, 1973.

4. "Objectives and Standards for Special Libraries," Special Libraries 55 (1964), 671-680.

5. Henne, Frances, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library. (Chicago: American Library Association, 1951).

OBJECTIVES AND STANDARDS FOR PHARMACY LIBRARY SERVICE

OBJECTIVES AND STANDARDS FOR PHARMACY LIBRARY SERVICE+

I. Objectives

THE PHARMACY LIBRARY IS A MAJOR SOURCE OF INFORMATION IN THE SCHOOL IT SERVES.

The Pharmacy Library staff is responsible for providing the library materials and services designed to meet the information requirement of the library's clientele (faculty, students, etc.) in fields pertinent to the purposes and work of the institution.

THE PHARMACY LIBRARY ACQUIRES, ORGANIZES, MAINTAINS, UTILIZES, AND DISSEMINATES INFORMATION MATERIALS GERMANE TO THE SCHOOL'S ACTIVITIES.

The Pharmacy Library acquires materials and information for the School's current and future needs. These materials must be organized for the most effective use by the library's clientele and staff. The library staff, when aware of the interests of its clientele, can bring pertinent materials and information to the attention of users before they are requested or in direct response to requests. Resources outside the library (such as interlibrary loan assistance) can also be called upon to answer users' needs.

THE PHARMACY LIBRARY SERVES ALL WHO HAVE APPROPRIATE NEED OF ITS SERVICES.

The objectives of the library regarding whom it is to serve and the services it is to provide should be clearly delineated.

II. Staff

The quality of the Pharmacy Library's personnel is the most important factor in the effectiveness of the library as an information center for an institution. The responsibilities and qualifications of personnel who are competent to carry out the objectives and functions of the Pharmacy Library are specified below:

THE SPECIAL LIBRARY ADMINISTRATOR IS RESPONSIBLE FOR ALL ADMINISTRATIVE AND PROFESSIONAL FUNCTIONS OF THE LIBRARY.

These functions are to:

1. Determine library policies consistent with the objectives of the institution.

2. Represent the library in the institution's administrative and planning sessions for the purpose of effecting changes in the library operation.

+Adapted from "Objectives and Standards for Special Libraries," Special Libraries 55 (1964), 671-680.

3. Interview and make final selection of all applicants for positions on the library staff in cooperation with the responsible administrative officer.

4. Suggest salary ranges for the library staff and evaluate performance in accordance with institutional policy.

5. Train and supervise all staff members.

6. Prepare job descriptions that define duties, responsibilities, and requirements for all positions.

7. Maintain effective communication with and among all staff members and keep them informed about policy matters that affect their work.

8. Provide for staff participation in interpreting the library's policies and services to the institution.

9. Establish procedures for all operations essential for the efficient management of the library.

10. Institute policies and assume responsibility for acquisitions, organization, and maintenance of the library collection (Section III).

11. Plan, organize, and evaluate the library's services (Section IV).

12. Work with architects and planning specialists on problems relating to space and equipment requirements of the library (Section V).

13. Plan and justify a budget (Section VI).

14. Perform or supervise the services described in (Section IV).

THE PHARMACY SCHOOL LIBRARY ADMINISTRATOR SHOULD BE A PROFESSIONAL LIBRARIAN WHO CAN, BY VIRTUE OF HIS EDUCATION OR SUBJECT SPECIALTY, EXPERIENCE, AND PERSONAL QUALIFICATIONS, SUCCESSFULLY CARRY OUT THE OBJECTIVES AND FUNCTIONS OF THE PHARMACY LIBRARY.

The administrator of a Pharmacy Library should hold a degree from a library school of recognized standing and have three years of professional experience in library or information science work. A combination of formal subject training in the pharmacy field and education in librarianship is desirable.

The Pharmacy Library administrator must have administrative ability and knowledge of, or an aptitude toward, an institution's function and capacity for investigation, and perseverance and thoroughness in searching for facts and information. Personal qualifications include judgment of a high order, flexibility, tact, poise, and initiative.

THE PHARMACY LIBRARY ADMINISTRATOR MAY DELEGATE CERTAIN DUTIES TO OTHER STAFF MEMBERS.

If other professional librarians are on the staff, these duties may include:

1. Selection of materials in special fields;

2. Adaptation and implementation of cataloging, indexing, and classification principles and procedures appropriate to the library's collection.

3. Reference and bibliographic services; and

4. Supervision of library assistants, trainees, and clerical staff.

If other staff members are not professional librarians, these duties may include sub-professional, secretarial and other clerical tasks.

SPECIALISTS OTHER THAN LIBRARIANS MAY BE PART OF THE PROFESSIONAL LIBRARY STAFF.

These might include such special positions as that of literature searcher, translator, abstractor, indexer, information systems specialist, or drug information specialist.

PROFESSIONAL STAFF MEMBERS HAVE A CONTINUING RESPONSIBILITY IN FURTHERING THEIR EDUCATION.

In addition to being informed on current developments in librarianship and information technology, staff members should be encouraged and supported in programs of study and reading in the fields of knowledge related to the institution they serve. In some instances, this program should take the form of formal courses; in others, self-study may be appropriate.

IT IS IMPORTANT THAT PROFESSIONAL STAFF MEMBERS PARTICIPATE IN PROFESSIONAL SOCIETIES CONCERNED WITH THEIR SPECIALTIES.

Librarians should be encouraged to contribute to their fields by engaging in committee work, holding office and attending local and national meetings. Professional responsibilities include the communication of ideas and experiences through published papers and conference presentations.

NON-PROFESSIONAL STAFF ARE RESPONSIBLE FOR THE CLERICAL TASKS THAT SUPPORT THE PROFESSIONAL STAFF'S WORK.

Some of the duties typically performed by clerical staff members are the following: Ordering publications, checking in and routing periodicals, circulating materials, filing publications, cards, etc., preparing material for binding, performing photoduplication and messenger work, maintaining and requisitioning supplies, assisting in technical processing, and secretarial work.

Clerical staff members should have a high school education as a minimum and be formally trained in the use of typewriters and perhaps other business machines such as key punch. They should be selected with specific reference to the technical skills and personal qualifications needed in the jobs they fill.

THE PROPORTION OF NON-PROFESSIONAL STAFF TO PROFESSIONAL STAFF DEPENDS UPON THE NUMBER OF PROFESSIONAL STAFF, THE SIZE OF THE COLLECTION, THE NATURE OF THE SERVICES, AND THE QUANTITY OF RECORDS MAINTAINED.

To meet minimum standards, a division of professional and non-professional functions is necessary. The Pharmacy Library probably should have at least one professionally qualified librarian and one clerical worker. The Special Libraries Association Professional Standards Committee's Survey of Selected Libraries, 1964 (unpublished) found that a good ratio of non-professional staff to professional staff was three to two. However, when much processing of material or other services are carried on centrally (e.g., in a university's general library) this ratio may not hold.

As the library expands its collection and services, the Pharmacy Library administrator is responsible for recommending the addition of both professional and clerical personnel.

III. Collection

The Pharmacy Library's collection consists of the information sources that are acquired, organized, and administered for use or in behalf of the library clientele.

Physically, the collection may include a variety of forms and types of materials. Some of these are: books, pamphlets, translations, dissertations and theses, periodicals, newspapers, indexing and abstracting services, yearbooks, directories, archival materials, patents, audiovisual materials, catalogs, and microforms.

THE SUBJECT COVERAGE OF THE PHARMACY LIBRARY'S COLLECTION IS INTENSIVE AND EXTENSIVE ENOUGH TO MEET THE CURRENT AND ANTICIPATED INFORMATION REQUIREMENTS OF THE LIBRARY'S CLIENTELE.

The library's collection includes all basic, frequently used, and potentially useful materials. The range of subjects covered is determined by the objectives of the institution; the depth of subject coverage in each field is governed by the nature of the institution's work. The Pharmacy Library administrator continually evaluates the scope and adequacy of the collection in the light of changes in emphasis or new developments in the institution's activities. Centralizing pertinent materials in the library, rather than scattering them in office collections, is important in effecting the basic goal of general accessibility of all sources of information; occasional use of outside resources is necessary and desirable, but the criterion of immediate availability of materials demands major reliance upon the library's own resources. General reference works that supplement the library's special collections broaden the scope of the library's information services.

THE SIZE OF A PHARMACY SCHOOL LIBRARY COLLECTION DEPENDS ON SUCH THINGS AS THE NUMBER OF FACULTY MEMBERS AND STUDENTS (GRADUATE AND UNDERGRADUATE), THE FACULTY MEMBERS' INTERESTS AND RESEARCH ACTIVITIES, AND THE PROXIMITY OF OTHER COLLECTIONS.

Some libraries will need larger research collections than others, some will need more multiple copies of materials, and some will need more historical materials than others. Schools that are part of a large university complex which is served by a general library will need few general materials. Also, schools that are part of a biomedical complex will need less biomedical material.

ACQUISITION POLICIES OF A PHARMACY LIBRARY MUST BE ESTABLISHED WITHIN THE FRAMEWORK OF THE LIBRARY'S STATED OBJECTIVES.

The Pharmacy Library administrator is responsible for establishing specific acquisition policies pertaining to depth and extent of subject coverage, types of materials, gifts, and exchanges. He is constantly alert to new sources for procuring materials and he systematically reviews all announcements and listings of published materials. An efficient acquisition program requires sound business practices and well-organized acquisition records.

Procurement of individual titles and periodicals issues and volumes on an exchange basis may be accomplished through a central clearing house such as the Medical Library Association Exchange or the U.S. Book Exchange or through cooperative arrangements with individual libraries or institutions. Both solicited and unsolicited gifts that add strength to the collection are desirable provided no restrictions concerning their use or disposition are imposed.

The Pharmacy Library administrator can anticipate information needs if he is kept informed about all activities and future plans of his institution. Participation in planning sessions and discussions with subject specialists in the institution are essential to a continuing acquisition policy.

THE PHARMACY LIBRARY STAFF IS RESPONSIBLE FOR THE EFFICIENT ORGANIZATION OF MATERIALS AND FOR MAKING AVAILABLE THE CATALOGS, INDEXES, AND GUIDES NEEDED FOR PROMPT ACCESS TO THE MATERIALS AND THE INFORMATION CONTAINED IN THEM.

Basically, effective organization and control of materials require: 1) identification or bibliographic description of each item; 2) subject or content analysis; and 3) classification or provision for logical physical arrangement of the collections.

Policies and procedures for making materials and information accessible differ according to physical form, subject content, and use. Standard systems and procedures in cataloging and classification can usually be used especially for book collections. Modifications may be necessary or feasible for special collections, however.

Access to some parts of the collection and to special information may be through published indexes and abstracts. In some cases, a library must create its own indexing systems to meet the institution's own special needs. Greater efficiency may be attained through the use of new tools such as electronic data processing machines.

IV. Services

The Pharmacy Library functions as a service unit that provides information to further the objectives of the institution it serves. Its total service program is a dynamic one in which the staff anticipates needs and often obtains and presents pertinent information and materials before they are requested. It achieves its objectives through reference and bibliographic services, flexible policies concerning loans and distribution of library materials, efficient dissemination of information, and other activities that encourage productive use of the library's resources.

THE PHARMACY LIBRARY STAFF LOCATES LIBRARY MATERIALS AND INFORMATION PROMPTLY UPON REQUEST.

Inquiries can take the form of requests for particular publications, for specific facts or data, or for information on explicit subjects. The Pharmacy Library staff selects and assesses materials relevant to an individual's need. The Pharmacy Library's reference service relies upon the staff's special knowledge and experience, their knowledge of the subject interests and working methods of the library's clientele, the library's collection, and agencies outside the organization that can supplement the library's resources. Answers to requests may involve a time span of several minutes to several hours, or longer.

REFERENCE SERVICES MAY INCLUDE LITERATURE SEARCHING, COMPILING BIBLIOGRAPHIES, ABSTRACTING, AND INDEXING.

These services are rendered as time allows. Also, guidance is given to a client who is to perform his own literature search. The literature searcher may use the resources of other libraries, or the library may arrange for an outside agency to conduct a literature search (e.g., A MEDLINE SEARCH).

To meet current and future needs the library staff may on its own initiative prepare selective or comprehensive bibliographies, with annotations or abstracts. When commercial indexing and abstracting services are inadequate for a particular need, the staff may compile continuing bibliographies, indexes, abstracts, or digests of pertinent current literature as an efficient means of providing its clientele with needed information. Provision of special indexes to sources of information and to specific data is also an important reference function.

THE PHARMACY LIBRARY MAKES ITS MATERIALS AVAILABLE BY LENDING AND/OR BY PROVIDING PHOTOCOPY SERVICES.

The library's loan service includes an efficient charging and recall system, with provision for filling clients' requests promptly. Loan policy must be flexible enough to permit maximum use of materials. The library may have a separate control system for restricted materials such as reserve books.

As a substitute for lending individual items, the library should be able to provide photocopies.

NEEDED PUBLICATIONS THAT ARE UNAVAILABLE IN THE PHARMACY LIBRARY OR IN THE ORGANIZATION MAY BE OBTAINED FROM ANOTHER LIBRARY OR INSTITUTION.

Pharmacy Libraries in institutions that have large general libraries or other special subject libraries may depend upon these other libraries for materials of peripheral subject interest. The staff is responsible for maintaining detailed information about sources for all types of materials and for establishing a cooperative, reciprocal interlibrary loan program with other libraries, in accordance with the American Library Association Interlibrary Loan Code. Libraries or other institutions may prefer to furnish library materials as photocopy or in microform rather than lend original publications.

AN EFFECTIVE SYSTEM FOR MAXIMUM UTILIZATION OF CURRENT PERIODICAL LITERATURE IS AN INTEGRAL PART OF THE PHARMACY LIBRARY'S SERVICE PROGRAM.

The system adopted will depend upon the nature and extent of periodical use, number of users, and other local factors. One or more of the following systems may be appropriate: display of periodicals in the library, prompt routing on a regular basis to specific individuals, routing or distribution of tables of contents pages, distribution of a selected list of articles or an abstract bulletin or purchase of multiple subscriptions for individuals or groups.

CONSULTING ACTIVITIES MAY BE ADDED RESPONSIBILITIES FOR THE PHARMACY LIBRARY STAFF.

As information specialists in the institution, professional staff members may act as consultants to individuals or groups who are concerned with organizing personal information files or retrieval systems. The staff may also assist research workers by suggesting other sources or agencies for materials and information beyond the scope of the library's own resources.

THE PHARMACY LIBRARY IS RESPONSIBLE FOR INFORMING ITS CLIENTELE OF ITS RESOURCES.

Specific items of special pertinence can be brought to the attention of individuals through the display of materials, direct routing, acquisition lists of new materials, selective lists, and other bulletins. New services provided by the staff should be publicized in appropriate publications including library bulletins or the institution's newsletter. Orientation of new personnel in the institution may include personal instruction or distribution of a brochure describing the library's holdings and services.

V. Physical Facilities

The Pharmacy Library needs adequate facilities in a physical environment conducive to optimum use of the library's collections and services. In planning a new library or a relocation or expansion of existing quarters, the best results can be achieved through direct consultation between the Pharmacy Library administrator and the space-planning group of the institution. The Pharmacy Library administrator is responsible for a precise and realistic statement of the physical requirements for collections, services, and staff activities.

Location

THE PHARMACY LIBRARY SHOULD BE CONVENIENTLY LOCATED FOR ITS USERS.

Direct contact between clients and the library is usually necessary, although other means of communication may be used effectively.

LONG-TERM PLANNING FOR THE LOCATION OF THE PHARMACY LIBRARY IS IMPORTANT.

Initial choice of the library's location must permit space expansion for at least five years. As an institution grows, the scope and activity of its library may also increase. Anticipation of this growth factor will eliminate the necessity of frequent moving of equipment and materials inherently difficult to move.

PROVISIONS FOR THE SAFETY OF LIBRARY MATERIALS AND FOR THE EFFECTIVE WORKING CONDITIONS OF STAFF AND USERS ARE NECESSARY.

The Pharmacy Library administrator, in consultation with the architect and engineer, must plan for the particular structural and installation features necessary for the library's service program. Special attention to the following is required: (1) floor loads within structural allowances; (2) quarters free from machinery vibration, outside noise, and odors; (3) adequate ventilation and moisture control for the preservation of library materials; (4) proper quantity and quality of illumination for reading, study, and reference use of library materials; and (6) the control of sound by acoustical treatment of ceilings, floors, and partitions.

Space and Equipment

The layout of a functional, efficient library is the joint responsibility of the Pharmacy Library administrator and the space planning group of the institution. Allocations of space vary, but they must allow for three major fields of activity: (1) space for the library's service function, e.g., reference, reading and study, loan service; (2) space for storage, e.g., shelving and filing of the library's collection; and (3) space for technical processes, e.g., acquisition, cataloging, etc. calculated on the basis of standard specifications (see Appendix) and on the knowledge and experience of the Pharmacy Library administrator. He can also recomment both standard library equipment and equipment of special design.

SERVICE FUNCTIONS

The reference functions of the library require equipment for the library's reference resources in a convenient location with adequate space to facilitate their use. Desk space for reference personnel, space for catalogs, indexes, and other special equipment, e.g., dictionary and atlas stands and file cabinets, for parts of the reference collection are also needed.

Necessary equipment includes a separate service desk for the loan and return of library materials. Microfilm and microfiche readers and photocopiers for the use of staff and clientele may be located in the reference and loan service areas or in an adjacent partitioned space.

Adequate table space in a quiet area must be provided for individuals who use the library for reading, study, or research. Provision for individual study tables or carrels and for ready access to current issues of periodicals is also desirable.

STORAGE OF THE LIBRARY'S COLLECTIONS.

Normally the stack area for the book and periodical collections should be conveniently located and open for reader use. For security and proprietary reasons, a separate area to which limited access is provided may be required for rare books, confidential theses, reserve books, etc.

The Pharmacy Library administrator can estimate present shelf requirements on the basis of standard formulas (see Appendix). He sets up retention and discard schedules, estimates the growth rate of the collection, and forecasts the number of additional shelves needed within a given time. If less used materials are retained, they may be stored in a separate stack area where space may be less valuable or floor load allowance greater.

A variety of library materials may be stored in filing cabinets. Special equipment of filing informational materials other than those in conventional "book" form is necessary.

TECHNICAL PROCESSES.

The amount of office space needed depends in large part upon the number of the professional and clerical staff who perform the "behind-the-scenes" functions of the library. This area is used for the acquisition, cataloging, classification, and indexing of library materials, physical processing of the materials, preparation of books and periodicals for binding, and general clerical and secretarial work. It should be located where the necessary noise and movement will not be distracting to the library's clients. Ample desk, table, counter, cabinet, shelf, and aisle space, and the appropriate placement of equipment are necessary to provide efficient working conditions for the professional and clerical staff.

VI. Budget

THE BUDGET OF A PHARMACY LIBRARY SHOULD BE BASED ON RECOMMENDATIONS OF THE PHARMACY LIBRARY ADMINISTRATOR.

The initial analysis of the library's responsibilities and recommendations for budgetary support should come from the library administrator, whether the library has a separate budget or the allocations are part of the budget of a larger unit. The final budget is the joint responsibility of the library administrator and his immediate superior. They must agree upon the desired scope and extent of the library's services and the estimated and allowable costs of those services in terms of staff, library materials, supplies, operating expenses, and professional association expenses.

IT IS RECOMMENDED THAT THE GREATER PROPORTION OF THE LIBRARY BUDGET BE ALLOCATED TO PROFESSIONAL AND NON-PROFESSIONAL SALARIES.

If a Pharmacy Library meets the standards for staff, library materials, and services, the portion of the library budget assigned to salaries will normally fall within the 60-79 percent range, provided overhead is not charged to the library budget. This ratio will assure a staff with the necessary qualifications to provide the services described in this document. Some variations in ratios must be expected, however, particularly when certain services are performed centrally such as is often the case in large university systems. The initial budget for a new library will require a considerably larger percentage of the whole for basic library materials and capital expenditures. The initiation of programs in new subject areas will require increased expenditures for publications.

A PHARMACY LIBRARY ADMINISTRATOR HAS THE RESPONSIBILITY AND AUTHORITY FOR EXPENDITURE OF HIS BUDGETED FUNDS.

The spending of the budget allocations rests upon the professional knowledge and judgment of the library administrator. He may himself manage the financial records necessary to carry out his responsibility of financial administration of the library. In any case, he maintains close liaison with the institution's accounting department or business office.

APPENDIX: STANDARD SPECIFICATIONS

STACK AND OTHER SHELF AREAS

Live load for shelving and books: 150 lbs. per sq. ft.[3]

Dimension of shelving
- Height:
  - 7-1/2 feet: 7 shelves
  - 3-1/2 feet (counter height): 3 shelves
- Width of shelf: 3 feet
- Depth of shelf: 8, 10 12 inches

Stack area
- Each section: 7 shelves (3 feet wide)
- Each range: no more than 5 double-faced sections or 15 feet
- Minimum aisle space between ranges of parallel stacks: 3 feet

Shelf requirement
- Number of volumes per foot: The following figures taken from suggestions of three manufacturers of shelving as quoted by Randall[4] show the average number of books or periodical volumes that occupy one foot of shelf space.

	Reference
Technical and scientific	6
Bound periodical volumes	5

Number of volumes per standard section (7-1/2 feet high, with 7 shelves, 3 feet wide): Calculations should be based on shelves being no more than two-thirds full. The following figures represent the average capacity for books per standard section, 7 shelves, two-thirds full. Sections containing oversize books, quarto or larger, will not take 7 shelves. Calculation should be based on 15 volumes per shelf for any title extending more than 3 feet.

	Reference
Technical and scientific	84-98
Periodical volumes	84
	60

GENERAL SPACE REQUIREMENTS (The following figures cover only the areas described and do not include overlapping aisle space.)

- Between reading and study tables: 4 feet, if 1 chair
  5-6 feet, if 2 chairs, back to back
- Between tables and walls: 5 feet
- Aisles at end of tables: 3-1/2 - 4 feet
- In front of loan service desk: 4 feet
- In front of card catalog: 5 feet
- Between facing files: 4 feet
- Between staff desks: 4 feet
- Between staff desks in horizontal row: 2-3 feet

Area for technical processes
Allotment for each person to include desks, work tables, shelves, etc., and passageways: 125 square feet

LEVELS OF RECOMMENDED ILLUMINATION[5]

Location	Footcandles
Reading room	70
Storage (shelves and files)	30
Staff areas	70

References

1. Based on findings of the Special Libraries Association's Professional Standards Committee's Survey of Selected Libraries, 1964 (unpublished).

2. Derived from a study of responses to Special Libraries Association's Professional Standards Committee's Survey of Selected Libraries, 1964 (unpublished). Figures adjusted to eliminate overhead.

3. American Standards Association. American Standard Building Code Requirements... A58.1-1955. (New York: The Association, 1955.) p. 8.

4. Randall, G.E., "Library Space and Steel Shelving," in Lewis, C.M., ed. Special Libraries and How to Plan and Equip Them. (New York: Special Libraries Association, 1963), p. 18.

5. Based on: Illuminating Engineering Society. IES Lighting Handbook: The Standard Lighting Guide. (5th ed.: New York: Illuminating Engineering Society, 1972), Sect. 9, p. 86, Figure 9-80. See also Sect. 12, p. 15-18.

THE PLANNING GUIDE

USING THE PLANNING GUIDE

The basic purpose for which this manual was prepared is shown in its designation as a "planning guide:" the underlying philosophy is that effective library planning takes place only with an understanding of the nature of the library's clientele and a clear statement of the library's objectives for each user group. Within this context there are three phases of the planning process, and this guide should be useful in each. First, there is inquiry, the phase in which data about the present situation are sought and displayed in a way that facilitates the remaining phases of the process. Second, there is reflection, the phase in which meaning is sought from the descriptive data. Finally, there is projection--the formulation of new goals and objectives for the immediate or long-range future of the library. Figure 1 is a block diagram of this sequence of library evaluation. It shows the seven major steps in the evaluation process in their relation to stating the context of the library service and to progressing through the inquiry, reflection and projection phases of an evaluation.

At each step in the evaluation process, as postulated in this planning guide, there is a statement of the rationale for that step and the assumptions underlying it as seen by the Committee on Standards of the Section of Librarians of the American Association of Colleges of Pharmacy. In using this guide to evaluate a specific library it is important that the evaluator subscribe to these statements, or substitute others that reflect the rationale and assumptions underlying service in the library under study. Meaning stems from data gathered, analyzed and interpreted within such a rational context. Academic administrators and professional accreditation officers who are concerned with the quality of library service need straightforward statements to understand the value judgments stated at the conclusion of an evaluation study. Librarians who use this guide are urged, therefore, to apply their best critical thinking to these statements of rationale and assumption and, if they do not subscribe to the Committee's thinking, to present their own.

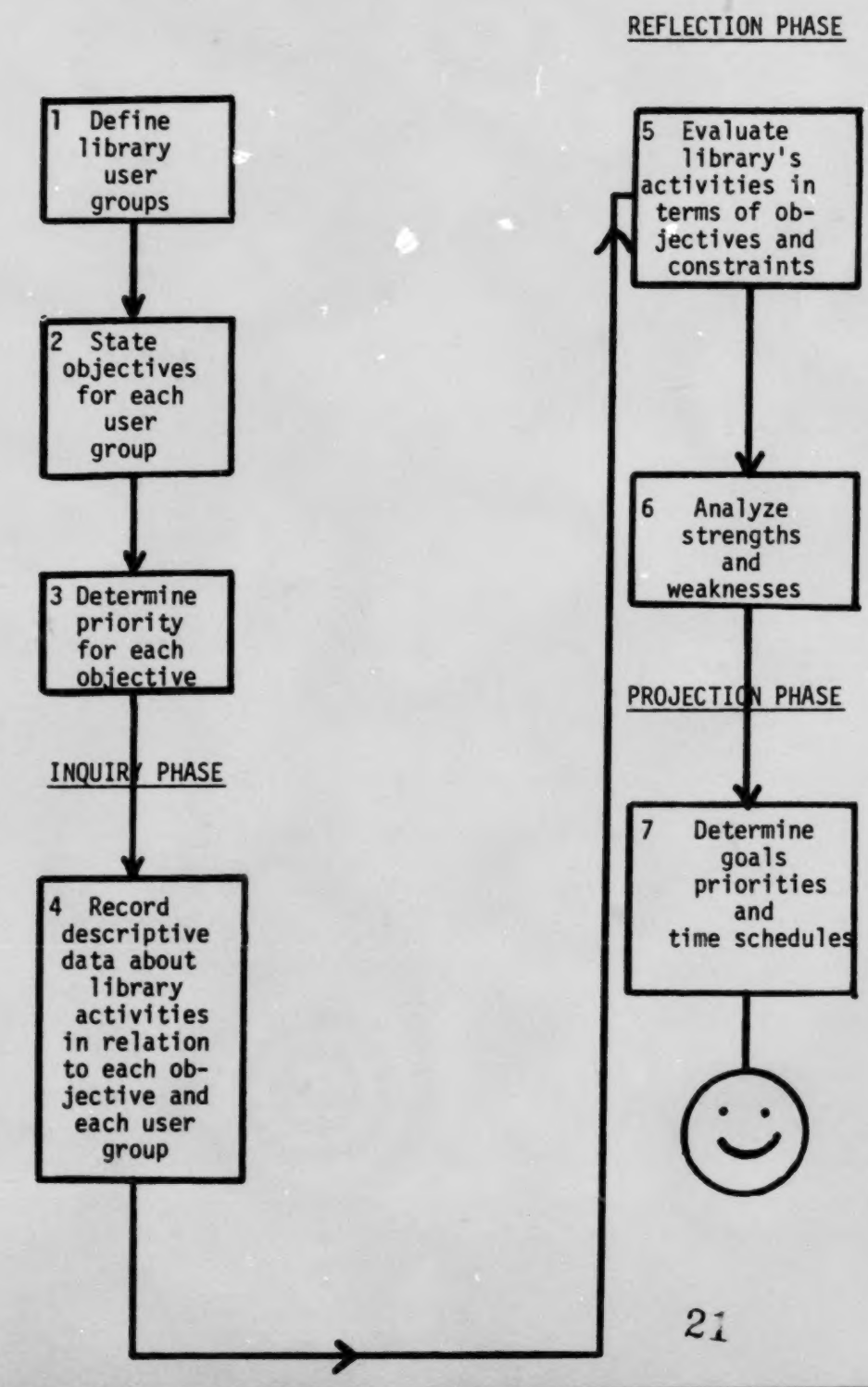
The Planning guide, if used in the sequence presented, leads the investigator through the steps of inquiry, reflection and projection. Part I gives the opportunity to display an analysis of the library's user groups, who they are, how many there are, and the level of responsibility for each that is accepted by the library. The objectives for the various user groups are then displayed along with information about their participation in library planning and evaluation. Part I thus provides a setting for the remainder of the study.

In Part II the Basic Data Tables (supported by additional data in most instances) provide the context for inquiry into the services and management of the library under study. The data called for are essentially descriptive in nature and, by themselves, carry no implication of the quality of the services or management of the library. Following each presentation of basic data there is an Evaluative Summary to provide a focus for deriving meaning from the descriptive details. The meaning sought is evaluative in nature and is derived from the rationale stated in the standards and restated, for emphasis, along with the assumptions on which the planning guide is based, at the beginning of each section of the manual.

FIGURE 1

LIBRARY EVALUATION

CONTEXT OF LIBRARY SERVICE


1 Define library user groups
2 State objectives for each user group
3 Determine priority for each objective
INQUIRY PHASE
4 Record descriptive data about library activities in relation to each objective and each user group
REFLECTION PHASE
5 Evaluate library's activities in terms of objectives and constraints
6 Analyze strengths and weaknesses
PROJECTION PHASE
7 Determine goals priorities and time schedules

Part III includes a Library Profile to help the planner identify the library's strengths and weaknesses. The information in the profile is an abstract of the evaluative summaries, so arranged that visualization can facilitate analysis. Thus by following the sequence of this guide the planner moves from a description of the current state of the library to an evaluation of each aspect of service and management, and thence to the analysis of strengths and weaknesses on the basis of which new goals and objectives are formulated. In this progress the planner moves from specific factual details to value judgments to generalizations about library needs. Some detail is lost in this progression from the specific to the general, but much insight can be gained.

Figure 2 adds detail to the steps in the evaluation process shown in Figure 1 and highlights the importance of the rationale and assumptions. In the figure columns A and B show the detail of the major steps stated in columns I and II.

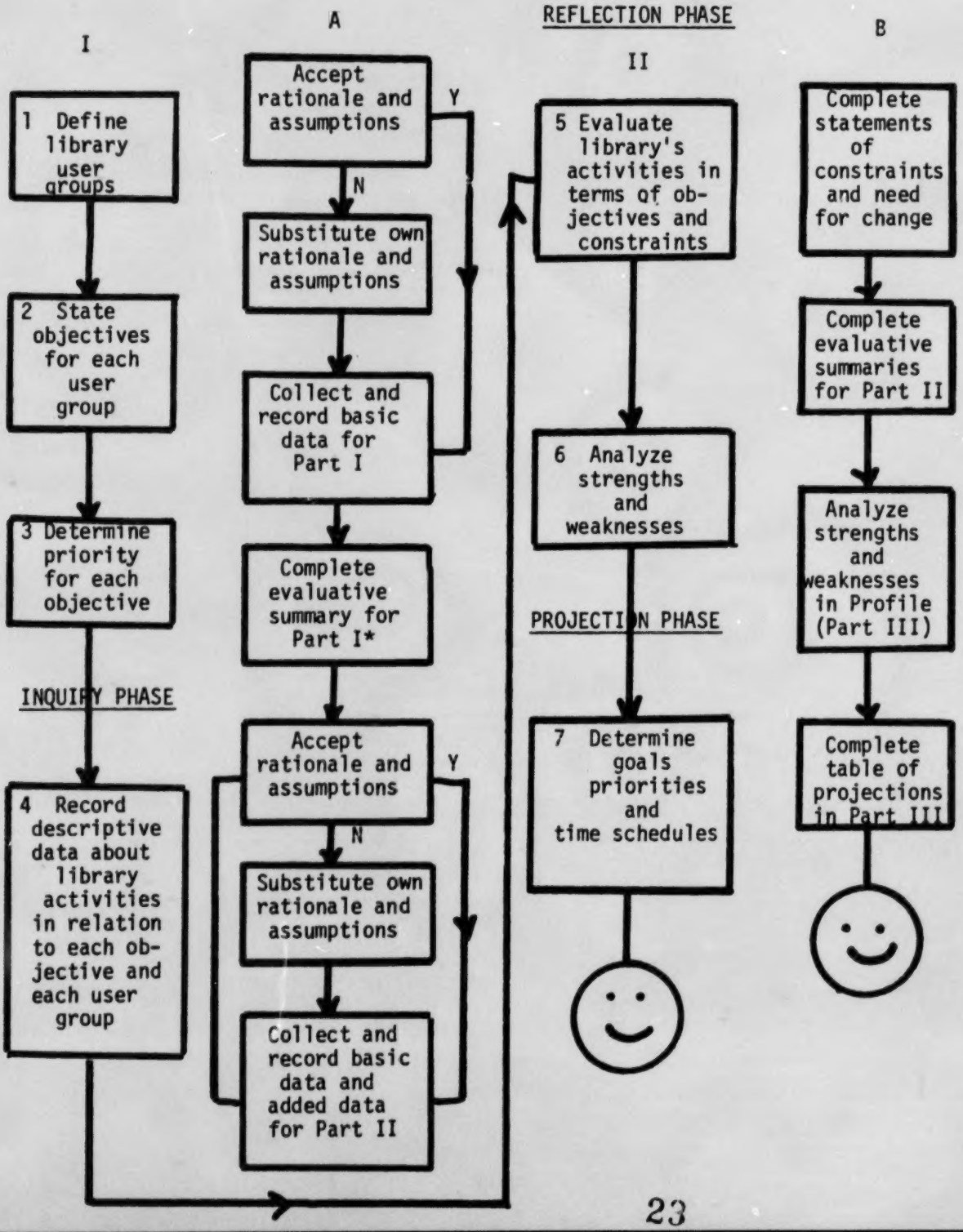
A few words of caution are in order. First, the Committee on Standards was faced with a wide diversity of organizational structures within which pharmacy library service is offered. These run the gamut from separate pharmacy college libraries to general university libraries, and include such mutants as science, biomedical and health science divisional libraries and chemistry-pharmacy (and other) departmental libraries. After considerable soul-searching the Committee decided to prepare a guide that is most directly applicable to separate pharmacy college libraries, but without implying any value judgment about organizational structure. The Committee believes this guide can be used by librarians who provide service in a non-separate structure and invites those librarians to make the slight adjustments in some of the statements herein that are necessary to the logic of their own situations. The Committee further invites those librarians to report their experiences in using this guide to assist future committees in improving it as an evaluation instrument for all libraries that provide service to pharmacy students, faculty, and support personnel. It will be noticed that the guide refers consistently to "the pharmacy library." This is a short form of the phrase to be understood throughout the guide: "the library that gives service to the academic pharmacy community and its extensions."

Secondly, it should be pointed out that the basic data tables are based on the expectations of the Standards Committee and its consultant as to descriptions of current library services and management in the various pharmacy libraries plus trends in librarianship generally. In the sections that describe objectives, services and facilities the effort was to be inclusive as possible in listings in the tables in order to save time for users of the planning guide. There is no implication that an individual library should subscribe to all the objectives listed, or that it should offer all of the services listed, or that it should own all the equipment named. The sections on collections and administration are much more selective in the data called for because of the variations in the pharmacy libraries. Again, there are no implications of value and the library under study should not hesitate to substitute or add data that show it in an accurate and advantageous light in relation to its own objectives.

Similarly, the statements of rationale and assumptions at the beginning of each section are based on the understanding of the Standards Committee

FIGURE 2

LIBRARY EVALUATION


CONTEXT OF LIBRARY SERVICE
I
1 Define library user groups
2 State objectives for each user group
3 Determine priority for each objective
INQUIRY PHASE
4 Record descriptive data about library activities in relation to each objective and each user group
A
Accept rationale and assumptions
Y
N
Substitute own rationale and assumptions
Collect and record basic data for Part I
Complete evaluative summary for Part I*
Accept rationale and assumptions
Y
N
Substitute own rationale and assumptions
Collect and record basic data and added data for Part II
REFLECTION PHASE
II
5 Evaluate library's activities in terms of objectives and constraints
6 Analyze strengths and weaknesses
PROJECTION PHASE
7 Determine goals priorities and time schedules
B
Complete statements of constraints and need for change
Complete evaluative summaries for Part II
Analyze strengths and weaknesses in Profile (Part III)
Complete table of projections in Part III

and its consultant as the best practice and accepted philosophy of special and academic librarians generally. It is very important that these statements of rationale and assumption be studied carefully before and during the self-study process; and that, if the library under study does not subscribe to them, other statements should be inserted. (Different evaluative summaries may have to be formulated and a different form for the library's profile designed for libraries whose rationale and assumptions differ significantly from those stated herein.) The important point is that each library's user groups must be identified and the library's objectives in relation to these user groups must be stated. All descriptions and evaluations are then made within this context.

The designation of this manual as a planning guide also anticipates the situations in which it will be useful. Internal reviews of library effectiveness conducted by the staff (with or without the help of a consultant) may well include the use of this guide. Externally motivated studies such as accreditation or accountability procedures may also be based on this guide. It is implicit in the guide that self-study is potentially the most useful basis for assessment, as well as that the most valuable end product of any self-study is planning for the future. Thus, whether the study is internally or externally motivated, the library staff should be involved in every phase of the total process--inquiry, reflection, and projection.

This is not to suggest, however, that the guide should stand alone as documentation about the nature and extent of the library's services and operations. Every well-managed library will have a wealth of additional information available about its activities; and every well-managed study of a library will include this additional information as it stands rather than requiring that it be reiterated on new forms or regathered in different ways. Available supportive documents that should be added to the data in this guide include the following types:

1. regular and special internal studies such as circulation and in-library use statistics, user needs and user satisfaction surveys, space and equipment audits and utilization studies (including those that can be extracted from larger studies within the parent institution);

2. policy statements relating to service, selection of materials, personnel management, fiscal management (including those that cover the parent institution and/or its libraries as a whole);

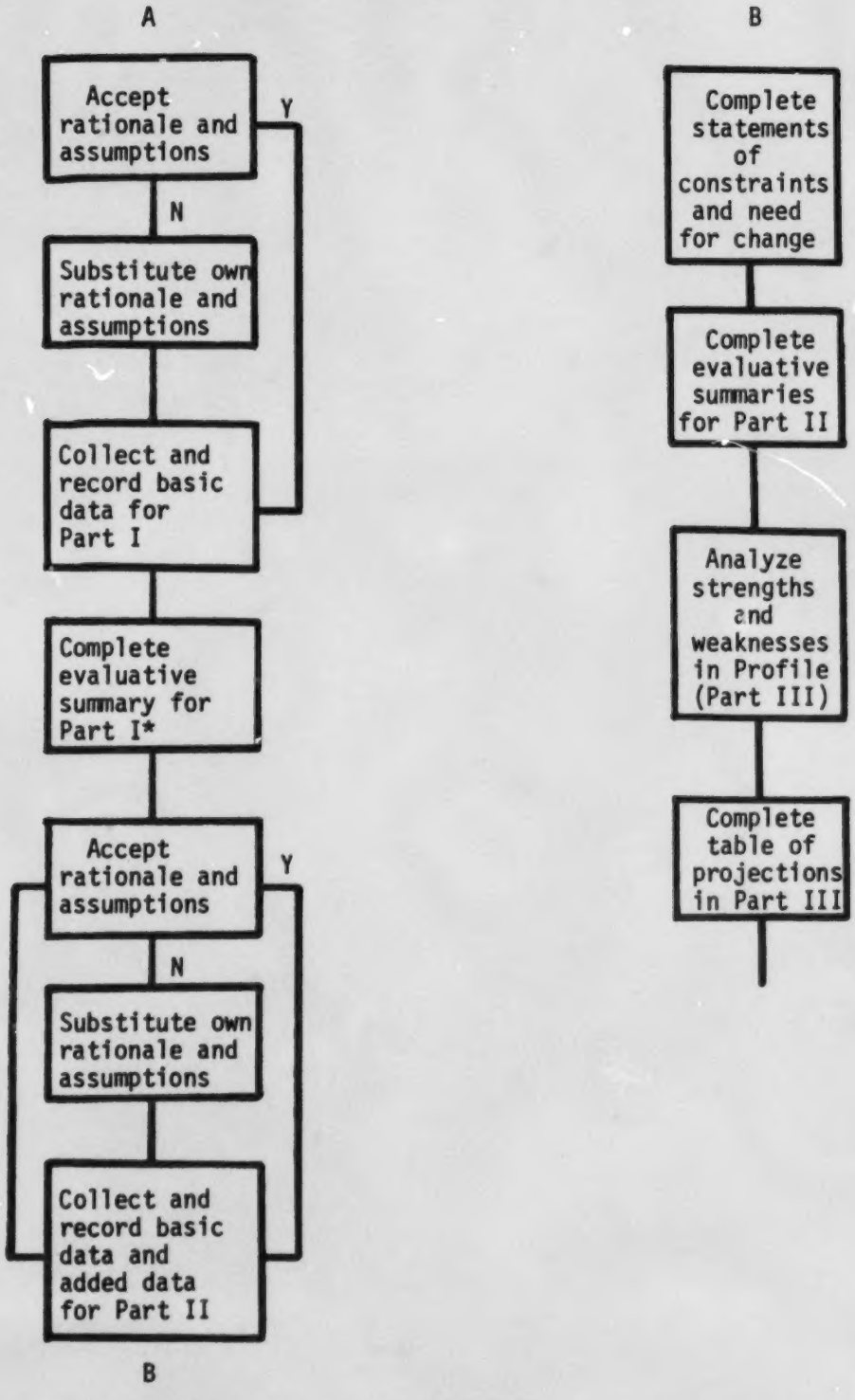
3. minutes of library committee meetings and memos between library staff/committee and administrative superiors that show policies, constraints on service, and management questions under discussion;

4. job descriptions of library positions;

5. budgets for past and current years.

FIGURE 3

LIBRARY EVALUATION


A
Accept rationale and assumptions
Y
N
Substitute own rationale and assumptions
Collect and record basic data for Part I
Complete evaluative summary for Part I*
Accept rationale and assumptions
Y
N
Substitute own rationale and assumptions
Collect and record basic data and added data for Part II
B
B
Complete statements of constraints and need for change
Complete evaluative summaries for Part II
Analyze strengths and weaknesses in Profile (Part III)
Complete table of projections in Part III

*Note: Consideration of objectives that are met by agencies other than the library under study ends here.

Again, the intent is to allow the library to show any document that helps to interpret its activities or explain its problems. In internal studies conducted by and for library staff, it may be safe to assume the investigator's cognizance of such supplemental documents. In a full scale review conducted by outsiders such as an accreditation team, however, all relevant documents should be specifically included; and, in the absence of such, investigators would be justified in concluding that none exist.

In addition to the full scale study (which assumes that the planning guide will be followed from beginning to end), selective studies of one or more aspects of the library's activities or management may be undertaken. Be sure, however, always to start with Part I. Be selective, if that is the purpose, in Part II and III. There are no specific cross references from the sub-sections of Part II to Part III. Terminology is consistent, however, and there should be no difficulty in following through. The parts of the guide selected for use in such a partial study should follow the same logical progression as the whole. Consult Figure 3.

Finally, after the planning guide has been used for a study it should be dated and filed with other administrative documents about the library. A new copy of the guide should be used for each succeeding study in order that eventually comparisons across time will show the continuing progress of the library--the only really valid comparison for any given library.

I. CONTEXT OF PHARMACY COLLEGE LIBRARY SERVICE

A. CLIENTELE GROUPS

RATIONALE AND ASSUMPTIONS: A library's total community is made up of clusters of relatively homogeneous groups of users. By identifying these user groups in its community and by studying their needs, the library is able to formulate specific objectives for itself in relation to each user group.

It is assumed in this planning guide that in a college of pharmacy the library's user groups can be readily identified, and that most individual members of the college community will fit discretely into a single user group. It is also assumed that in the pharmacy library the needs of the various groups characteristically overlap. As a result the major portion of the library's collections will serve several user groups, and that many types of service will meet needs of more than one user group. Further, it is assumed that the library can determine on the basis of the objectives of the college to which user groups it has a primary responsibility, and to which user groups its responsibility is tangential. Decisions related to materials and services needed by only one or two user groups can thus be made on the basis of the library's responsibility to the group within the objectives of the parent college.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here.

The following table is for the purpose of defining the library's clientele groups, indicating the number of individuals in each group, and stating the level of responsibility which the library is expected to fulfill on the basis of the objectives of its parent college.

Expected groups in the community of a pharmacy college library are listed and space is provided to add others if there are such in individual situations. The number of individuals in each group should be stated as accurately as possible (although it is recognized that in some instances only estimates are available) because of the implications of numbers of individual users in many planning decisions. Notice that in most groups the number called for represents persons. In referring to other libraries and to special groups, however, the number called for is the number of institutions or groups in the pharmacy library's community.

BASIC DATA TABLE I. THE LIBRARY'S USER GROUPS

Directions: In column A enter the number of individuals in each category. For categories 1-4 use the data reported in the current AACP report for the parent college. For categories 5-8 data may be estimated.

In column B enter the symbol P if the library is expected to fulfill a major responsibility to the group. These user groups constitute the library's primary responsibility. Enter the symbol S if the library is expected to fulfill only a tangential responsibility to the group. These user groups constitute the library's secondary responsibility. For groups which are not present in the library's community, or which are represented only minimally, enter NA (not applicable).

Categories of Users	A Number of Individuals	B Level of Responsibility
1. Administrative Staff (i.e. Dean, Assistants, Dean's Office Support Staff)	_____	_____
2. Faculty	_____	_____
3. Technical Specialists (Media, Computer Drug Information, Research Assistants)	_____	_____
4. Students: Pre-pharmacy 1	_____	_____
Pre-pharmacy 2	_____	_____
1st Professional Year	_____	_____
2nd Professional Year	_____	_____
3rd Professional Year	_____	_____
Pharm. D.	_____	_____
Masters	_____	_____
Doctoral	_____	_____

BASIC DATA TABLE I (Continued)

Categories of User	A Number of Individuals	B Level of Responsibility
5. Alumni	_____	_____
6. Other Practicing Pharmacists and Medical Personnel in Local Community	_____	_____
7. Other Libraries, Networks, Consortia	_____	_____
8. Special Groups in the General Public (non-medical researchers, professional and academic personnel, community agencies such as schools, newspapers, etc.)	_____	_____
9. Other (Specify):		
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTALS:	Number of individuals for whom the library has Primary Responsibility (from Groups 1-6)	_____
	Number of individuals for whom the library has Secondary Responsibility (from Groups 1-6)	_____
	Number of groups for which the library has Primary Responsibility (from Groups 7-8)	_____
	Number of groups for which the library has Secondary Responsibility (from Groups 7-8)	_____

B. OBJECTIVES FOR LIBRARY USER GROUPS

RATIONALE AND ASSUMPTIONS: After the library has determined its responsibility for each of its user groups, it must formulate objectives for each of these user groups and then order its priorities among these objectives. Objectives and priorities will differ from library to library on the basis of college objectives, faculty priorities, library budget, personnel and other factors.

It is assumed that value judgments to be made about the library should be in terms of the library's own objectives and priorities. The following table is therefore descriptive, not prescriptive or judgmental.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE II. OBJECTIVES FOR USER GROUPS

Directions: From Basic Data Table I transfer the symbol P or S to Column A. If a particular objective is met by another agency or department within the college or university, check Column C. If the objective does not apply, check Column D. In Column B record the library's priority for each objective to be fulfilled by the library. Use the code: 1 = Library will respond to all requests.
2 = Library will respond selectively, as defined by its policy statements.
3 = Library will respond if time and other resources allow.

		A	B			C	D
User Groups	Objectives	Library Responsibility	Priority 1	2	3	Supplied by Other Agency	Does Not Apply
1. Administrative Staff	1. Supply information service						
	2. Build and maintain a business and educational materials collection						
	Other: (Specify)						
	2a. _____						
	_____						
	_____						

BASIC DATA TABLE II (Continued)

User Groups	Objectives	A Library Responsibility	B Priority 1	B Priority 2	B Priority 3	C Supplied by Other Agency	D Does Not Apply
2. Faculty	3. Supply information service						
	4. Provide personal study space						
	5. Provide teaching aids						
	6. Provide curriculum planning and resource materials						
	7. Provide research materials						
	Other: (Specify)						
	7a.						
3. Technical Specialists	8. Supply information service						
	9. Build and maintain collection of appropriate research materials						
	10. Build and maintain collection of other needed special materials						
	11. Provide personal study space						
	Other: (Specify)						
	11a.						
4. Students	12. Provide curriculum related support						
	13. Provide information service						
	14. Provide appropriate general informational materials						
	15. Provide personal study space						
	16. Provide recreational reading materials						
	17. Provide instruction in the use of the library and the professional literature						
	Other: (Specify)						
	17a.						

BASIC DATA TABLE II (Continued)

User Groups	Objectives	A Library Responsibility	B Priority 1	B Priority 2	B Priority 3	C Supplied by Other Agency	D Does Not Apply
5. Alumni and Other practicing Pharmacists and Medical Personnel	18. Support continuing education						
	19. Build and maintain collection of materials for practice & continuing education						
	20. Provide borrowing privileges						
	21. Provide instruction in the use of professional libraries and materials						
	Other: (Specify)						
	21a. _____						
	_____						
	_____						
6. Other libraries	22. Provide backup information from existing collections						
	23. Provide referral information service						
	24. Respond to interlibrary loan requests						
	25. Participate in cooperative bibliographic and information networks						
	26. Provide consulting service in areas of specialization						
	Other: (Specify)						
	26a. _____						
	_____						
	_____						
7. Special Groups in General Public	27. Provide public relations service						
	28. Provide loan service						
	29. Provide bibliographic service						
	Other: (Specify)						
	29a. _____						
	_____						
	_____						

C. PLANNING AND EVALUATION OF LIBRARY SERVICE

RATIONALE AND ASSUMPTIONS: The librarian's role is that of an initiator and implementer of library service in keeping with the objectives of the college of pharmacy. In making decisions about the library, however, the librarian can profit from input from the user groups.

It is assumed in this planning guide that all user groups have a role in planning library service, and that a systematic involvement of user groups in planning and evaluation is preferable to the non-specific involvement usually characterized as "on demand" or "as needed."

It is further assumed that library services include all kinds of services in support of the college's objectives so that faculty have a role in the planning and evaluation of services for students, technical specialists, practicing pharmacists and related professional and community groups as well as for themselves.

Although in the best administration of planning library service, evaluation is a built-in feedback mechanism, this concept is not generally practiced in library management. Evaluation is, therefore, included here as a co-activity.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE III. USER PARTICIPATION IN PLANNING LIBRARY SERVICE

Directions: From Basic Data Table I transfer the symbol P, S or NA to Column A. In Column B check the kind of participation of each user group.

User Group	A Library Responsibility	B User Participation Formal	 Informal	 None
1. Administrative Staff				
2. Faculty				
3. Technical Specialists				
4. Students				
5. Alumni and Other Practicing Medical Personnel				
6. Other Libraries				
7. Special Groups				

ADDITIONAL DATA:

To what extent are user groups to whom the library has a primary responsibility involved in major planning decisions? (Check term that applies)

Rarely Minimally Frequently Always

To what extent are user groups to whom the library has a secondary responsibility involved in major planning decisions?

Rarely Minimally Frequently Always

What are the constraints that inhibit user involvement in planning?

If change is indicated, what do you think it should be and how could it be accomplished?

If a systematic planning schedule is used, give a resume of the schedule for either the current year or the immediate past year:

Has the library, within the last calendar year, changed any aspect of service on the basis of library/user group planning? Y_____ N_____

If Y, what was the change?

How was the change initiated?

How were user groups involved in the implementation of the change?

BASIC DATA TABLE IV. USER PARTICIPATION IN EVALUATING LIBRARY SERVICE

Directions: From Basic Data Table I transfer the symbol P, S or NA to Column A. In Column B check the kind of participation of each user group.

User Group	A Library Responsibility	B User Participation Formal	Informal	None
1. Administrative Staff				
2. Faculty				
3. Technical Specialists				
4. Students				
5. Alumni and Other Practicing Medical Personnel				
6. Other Libraries				
7. Special Groups				

ADDITIONAL DATA:

To what extent are user groups to whom the library has a primary responsibility involved in evaluating library service? (Check term that applies.)

Rarely Minimally Frequently Always

To what extent are user groups to whom the library has a secondary responsibility involved in evaluating library service?

Rarely Minimally Frequently Always

What are the constraints that inhibit user involvement in evaluation?

If change is indicated, what do you think it should be and how could it be accomplished?

If a systematic evaluation schedule is used, give a resume of the schedule for the current year, or for the current cycle of evaluation:

Has the library, within the last calendar year, changed any aspect of service on the basis of user group evaluation? Y_____ N_____

If Y, what was the change?

How was the change initiated?

How were user groups involved in the implementation of the change?

EVALUATIVE SUMMARY I. CONTEXT OF LIBRARY SERVICE

Directions: Considering the analysis in Basic Data Tables I, II, III and IV in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A, write the symbol for the extent of agreement with each statement, using the following symbols:

For Statements 1-3	For Statements 4-7
X = None	A = None
A = Minimally	C = Selectively; in minor ways; informally
C = Selectively	E = Inclusively; in major ways; formally
E = Maximally	

	Column A
1. The library has identified the homogeneous groups of users in its total community.	_____
2. The library has determined the level of responsibility to each user group.	_____
3. The library has stated its objectives and its priorities in relation to its objectives for each user group.	_____
4. The library involves user groups in planning.	_____
5. The library involves user groups in evaluation.	_____
6. The library has analyzed its involvement or non-involvement of user groups in planning and has considered the significance of its analysis for the future.	_____
7. The library has analyzed its involvement or non-involvement of user groups in evaluation and has considered the significance of its analysis for the future.	_____

PART II. DESCRIPTION OF LIBRARY CHARACTERISTICS

A. INFORMATION AND MEDIA SERVICES

1. INFORMATION SERVICES

RATIONALE AND ASSUMPTIONS: The information services listed in this section are services offered in a wide variety of academic and special libraries. Some are more often utilized by one user group than by another.

It is assumed in this planning guide that the library should provide for each user group those services that are identified with its objectives for the specific user group. For example, if the school has no research staff, questions relating to services provided the research staff should be marked "Not Applicable."

It is also assumed that services offered on the basis of recent user need studies or user evaluation studies represent more efficient library management than do services offered on the basis of tradition, librarian's preference or the decision of library committees. Thus if the library offers service on the basis of user studies, the code is numerically twice that for the service offered on any other basis. This is true whether the library offers the service or not as long as the decision was made on the basis of user studies.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

NOTE: The following definitions are used for the services named. Be sure to make adjustments in the names used if terminology is different in the library under study.

Ready Reference: Location of factual information in standard secondary compilation

Bibliographic Reference: Verification of references; bibliographic fact questions

Compilation of Bibliographies: Preparation of lists of materials

Literature Searches: Systematic bibliographic surveys of primary and/or secondary sources for factual information

State-of-the-Art Reviews: Summary essays resulting from systematic survey of research literature

Current Awareness of Subject Material: Calling attention to materials of interest to specific individuals

Current Awareness of Materials Reviewed in Library: Notification of new materials ready for use

Interlibrary Loans: Arranging for, locating and managing loan of needed materials not owned by library

Bibliographic Assistance in the Preparation of Books and Papers for Publication: Interpretation of bibliographic standards; resolution of problems of preparing bibliographic records according to given standards

Referral Service: Providing information as to known and probable sources outside the library when information is not available on the premises

Translation of Primary Materials: Providing in-house translations or obtaining translations from outside sources

Obtaining Reprints for Faculty Use: Obtaining address of author and sending form request

Self-instruction Programs: Obtaining of preparing learning programs for individual use

BASIC DATA TABLE V. INFORMATION SERVICE TO USER GROUPS

Directions: Write symbol for describing service in each box in columns A-H, using the following code: 0 = Not Applicable
1 = Service is provided to user group
2 = Service is provided on the basis of user studies
-2 = Service is not provided on the basis of user studies

Services	A	B	C	D	E	F	G	H
	User Groups+							
	1	2	3	4	5	6	7	8
a. Ready Reference								
b. Bibliographic reference								
c. Compilation of bibliographies								
d. Literature searches								
e. State-of-the-Art reviews								
f. Current awareness of subject materials								
g. Current awareness of materials received in the library								
h. Interlibrary loans								
j. Bibliographic assistance in preparation of publications								
k. Referral service								
m. Translation of primary materials								
n. Self-instruction programs								
p. Obtaining reprints for personal files								
q. Other: (Specify):_____								
_____								
_____								
_____								

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Practicing Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA:

Display the data to show relationships between the variety of information services offered and the numbers of user groups and individuals in the library's community:

Number of kinds of information services available from the library (Total number of 1's and 2's in Table V) _____

Number of primary user groups (Transfer from Table I) _____

Number of secondary user groups (Transfer from Table I) _____

Number of primary individuals (Transfer from Table I) _____

Number of secondary individuals (Transfer from Table I) _____

If some of the information services specified in Basic Data Table V are available to some user groups through a service agency of the university other than the pharmacy college library, check here _____

Explain:

If substantial information services for the library's primary responsibility user groups are not available through any agency, what constraints prevent the library from offering them?

If change is indicated, please comment on the library's role in its design and implementation:

2. MEDIA SERVICES

RATIONALE AND ASSUMPTIONS: The media services listed in this section are services offered in a wide variety of academic and special libraries. They are becoming more and more necessary as methods of teaching change. Expertise to assist faculty in the preparation and utilization of class and individual learning materials is of critical importance.

It is assumed in this planning guide that media services do not have to be offered by the pharmacy college library, but that they must be available somewhere within the university. It is assumed that if media services are the responsibility of the library, this responsibility encompasses the storage, circulation and user assistance required to support the curriculum.

It is also assumed that hardware compatable with software needs will be available wherever the software is available.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE VI. MEDIA SERVICE TO USER GROUPS

Directions: Write symbol describing service in each box in columns A-H, using the following code: 0 = Not applicable
1 = Service is provided to user group
2 = Service is provided on the basis of user studies
-2 = Service is not provided on the basis of user studies

Services	A	B	C	D	E	F	G	H
	User Groups+							
	1	2	3	4	5	6	7	8
a. Production of B & W videotapes								
b. Production of color videotapes								
c. Production of B & W slides								
d. Production of color slides								

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Practicing Medical Personnel
7. Libraries
8. Special Community Groups

BASIC DATA TABLE VI (Continued)

Services	A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8
	User Groups+							
e. Production of thermal overhead transparencies								
f. Production of B & W photographic prints								
g. Production of audio cassettes								
h. Production of reel to reel audiotape recordings								
j. Loading and shooting cameras								
k. Production of artwork for various purposes								
m. Light electronic maintenance, modification and adjustment								
n. Installation of new av equipment (or supervision of installation)								
o. Advice on optimum use of educational media								
p. Introduction & development of new media								
q. Distribution of hardware and software								
r. Classroom operation of hardware								
s. Purchase of electronic supplies								
t. Consultation on media								
u. Liaison with other media centers								
v. Other (Specify):_____								
_____								
_____								
_____								

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA:

Display the data to show relationships between the variety of media services offered and the numbers of user groups and individuals in the library's community:

Number of kinds of media services available from the library (Total number of 1's and 2's in Table VI) _____

Number of primary user groups (Transfer from Table I) _____

Number of secondary user groups (Transfer from Table I) _____

Number of primary individuals (Transfer from Table I) _____

Number of secondary individuals (Transfer from Table I) _____

If media services are available through a service agency of the university other than the pharmacy college library, check here _____

If media services are not available through any agency, what constraints prevent the library from offering them?

If change is indicated, please comment on the library's role in its design and implementation:

3. ACCESS RECORDS

RATIONALE AND ASSUMPTIONS: Bibliographic control provides both intellectual and physical access to the books, journals, media and other materials of the pharmacy college library and other libraries with which it becomes involved in carrying out its responsibilities. It is a major responsibility of the pharmacy college library to design or acquire and maintain all needed access records; and it is essential that even a small specialized library have the potential of a variety of kinds of access to its holdings.

It is assumed in this planning guide that different user groups will need different access records in order to utilize the library fully. All access records listed below are therefore needed in any given library.

It is also assumed that professional library staff members have the expertise to design and maintain needed records, or to supervise support staff in carrying out this responsibility.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE VII. ACCESS RECORDS FOR ALL USER GROUPS

Directions: Code for describing the provision of access records:
0 = Service is not provided
2 = Service is provided
Write code symbols in column A for each type of record.

Types of Records	A Provision of Service
a. Up-to-date guide book (or handbook) describing policies, resources and services	____
b. Public catalog, kept current, including accurate descriptions and locations of all monographs and reference materials	____
c. Holding record, kept current, of all serials (either included in catalog or separate record)	____

BASIC DATA TABLE VII (Continued)

Types of Records	A Provision of Service
d. Holding record, kept current, of non-book or media material (either included in catalog or separate record)	____
e. New materials lists issued at regular intervals	____
f. Holdings records, new materials lists, etc. of other libraries important to user groups	____
g. Appropriate index, abstract and other bibliographic tools for use with all materials	____
h. Signs, labels and other directional guides to materials	____
Total	_____

If these access records are not provided, what constraints prevent the library from having them?

If change is indicated, please comment on the library's responsibility:

EVALUATIVE SUMMARY II. INFORMATION SERVICES, MEDIA SERVICES AND ACCESS RECORDS

Directions: Considering the analysis in Basic Data Tables V, VI and VII in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A enter the symbol for the extent of agreement with each statement, using the following symbols:

A = Not at all; does not describe the library
C = Selectively; informally; substantial constraints
E = Inclusively; accurately describes the library

If media services are offered elsewhere (i.e., not in the pharmacy college library) in the parent organization as a matter of institutional policy, mark statements 6-9 with the symbol X.

	Column A
1. The library's information service program is a dynamic one consisting of a range of services.	____
2. The library offers information services on a planned basis subject to change as indicated by user group feedback.	____
3. The library offers some information services equally to all (or nearly all) user groups.	____
4. The library offers some information services to meet the unique needs of only one or two user groups.	____
5. The library seeks reciprocal arrangements with agencies outside the parent college that can supplement the library's information resources.	____
6. The library's media service program is a dynamic one consisting of a range of services.	____
7. The library offers media services on a planned basis subject to change as indicated by user group feedback.	____
8. The library offers some media services equally to all (or nearly all) user groups.	____
9. The library offers some media services to meet the unique needs of only one or two user groups.	____
10. The library designs and maintains a variety of different access records to provide all user groups with bibliographic control over its resources.	____
11. The library has analyzed its capability to meet its objectives for information service to its user groups and has considered the significance of its analysis for the future.	____
12. The library has analyzed its capability to meet its objectives for media service to its user groups and has considered the significance of its analysis for the future.	____

B. LOAN AND FACILITATION SERVICES

1. LOAN SERVICES

RATIONALE AND ASSUMPTIONS: Complete and satisfactory utilization of materials usually requires that they be taken from the library for varying periods of time. User convenience can be served either by the physical removal of the material as a loan or by duplication, in which case the user has the added advantage of retention of the copied material.

It is assumed in this planning guide that the library has the responsibility to protect each user's access to materials, that loan to one user may conflict with access for other users; and that this situation may be alleviated through alternatives to the loan of original materials and through stated priorities.

It is also assumed that definite policies regarding the loan or duplication of every category of library materials and knowledge of these policies in the form of a written document will serve library users better than informal or spur-of-the-moment decisions.

It is further assumed that non-print media are as capable of duplication as are printed materials and that policies regarding duplication may have to apply to both media and print in order to meet user needs and library objectives.

If the rationale and assumptions on which library loan service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE VIII. LOAN SERVICE TO USER GROUPS

Directions: Write symbols describing service in Columns B-J, using the following code:

- X = Not applicable
- O = Does not circulate and may not be duplicated
- A = Selective duplication permitted; no circulation
- B = Limited circulation; limited duplication
- C = Limited circulation; unlimited duplication
- D = Unlimited circulation; limited duplication
- E = Unlimited circulation; unlimited duplication

To simplify this table, if loan services are the same for all in-house user groups, enter the symbol in Column A.

BASIC DATA TABLE VIII (Continued)

Type of Material	A All In-house Users	B	C	D	E	F	G	H	J
		In-house Users+					Outside Users+		
		1	2	3	4	5	6	7	8
Printed Materials									
a. General book collection									
b. Reserve books									
c. Reference materials									
d. Bound periodicals									
e. Unbound noncurrent periodicals									
f. Unbound current periodicals (less than 1 year old)									
g. Pamphlets									
h. Other (Specify): _____									
_____									
_____									
Audiovisual Materials									
a. Microform periodicals									
b. Other microforms									
c. Audiotapes									
d. Phonograph records									
e. Still pictures									
f. Slides									
g. Filmstrips									
h. Motion pictures									
j. Videotapes									
k. Transparencies									
m. Other (Specify): _____									

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

BASIC DATA TABLE VIII (Continued)

Type of Material	A All In-house Users	B	C	D	E	F	G	H	J
		In-house Users+					Outside Users+		
		1	2	3	4	5	6	7	8
Multi-media Materials									
a. Self-instructional packages									
b. Other (Specify): _____									
_____									
_____									
_____									
Special Categories									
a. Card services									
b. Archival materials									
c. New materials not yet processed									
d. Computer tapes									
e. Other (Specify): _____									
_____									
_____									

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA: Is there a procedure for recalling materials quickly when they are needed by another user? Y_____ N_____

Is there a procedure for making extended loans to classrooms, laboratories and other special group learning areas? Y_____ N_____

If the above procedures have not been established, what constraints prevent the library from instituting them?

If change is indicated, please comment on the library's responsibility:

2. FACILITATION SERVICES

RATIONALE AND ASSUMPTIONS: Complete and satisfactory utilization of materials requires optimum access to them by users. User convenience appears to be best served when there is no staff intermediary or staff monitoring between the user and the materials. User convenience also requires that for non-eyereadable materials mechanical equipment should be available where the materials are, and that assistance is sometimes necessary in the use of the equipment.

It is assumed in this planning guide that the library's physical facilities should be accessible to all users and that optimum conditions include staffing by personnel prepared to assist but non-intervening between users and materials. It is also assumed that this optimum for one user may conflict with access for other users and that this situation may be alleviated through special procedures, multiple units of equipment and stated priorities.

If the rationale and assumptions of the library under study do not agree with the above, insert library's own statement here:

BASIC DATA TABLE IX. ACCESS TO LIBRARY

Directions: Write symbols describing accessibility in Columns B-J, using the following code:

- X = Not applicable
- O = Library closed to this group; or, open with no trained staff
- A = Library accessible by key, permit for individual use, or librarian "on call"
- B = Library open with minimum, untrained staff
- C = Library open, staffed with minimum number of trained staff
- D = Library open, fully staffed with trained staff

To simplify this table, if access is the same for all in-house user groups, enter the symbol in Column A.

BASIC DATA TABLE IX (Continued)

Access Periods	A All In-house Users	B	C	D	E	F	G	H	J
		In-house Users+					Outside Users+		
		1	2	3	4	5	6	7	8
a. Monday through Friday: 6-8 a.m.									
b. Monday through Friday: 8 a.m.-4 p.m.									
c. Monday through Friday: 4 p.m.-11 p.m.									
d. Monday through Friday: 11 p.m.-6 a.m.									
e. Saturday and Sunday: 6-8 a.m.									
f. Saturday and Sunday: 8 a.m.-4 p.m.									
g. Saturday and Sunday: 4 p.m.-11 p.m.									
h. Saturday and Sunday: 11 p.m.-6 a.m.									

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA:

Does Table IX allow the library under study to display accurately its accessibility to users? Y_____ N_____

If N, insert alternate data or explanation here:

To what extent do library's hours and staffing provide fulfillment of library's objectives of accessibility?

Queuing for materials and equipment is a constant problem	Queuing for equipment is a problem	Little or no queuing for materials or equipment except during peak periods	No queuing

If access to the library appears to be less than satisfactory, what constraints prevent the library from correcting the problem?

If change is indicated, what would be required to make an optimum situation?

BASIC DATA TABLE X. ACCESS TO MATERIALS WITHIN THE LIBRARY

Directions: Write symbols describing accessibility in Columns B-J, using the following code: X = Not applicable
A = Requires staff intermediary
B = Does not require staff intermediary

Type of Material	A	B	C	D	E	F	G	H	J
	All In-house Users	In-house Users+					Outside Users+		
		1	2	3	4	5	6	7	8
Printed Material									
a. General book collection									
b. Reserve books									
c. Reference materials									
d. Bound periodicals									
e. Unbound noncurrent periodicals									
f. Unbound current periodicals (less than 1 year old)									
g. Pamphlets									
h. Other (Specify): _____									
_____									
_____									

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

BASIC DATA TABLE X (Continued)

Type of Material	A All In-house Users	B	C	D	E	F	G	H	J
		In-house Users+					Outside Users+		
		1	2	3	4	5	6	7	8
Audiovisual Materials									
a. Microfilm periodicals									
b. Other microforms									
c. Audiotapes									
d. Phonograph records									
e. Still pictures									
f. Slides									
g. Filmstrips									
h. Motion pictures									
j. Videotapes									
k. Transparencies									
m. Other (Specify):_____									
_____									
_____									
Multi-media Materials									
a. Self-instructional packages									
b. Other (Specify):_____									
_____									
Special Categories									
a. Card services									
b. Archival materials									
c. New materials not yet processed									
d. Computer tapes									
e. Other (Specify):_____									

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA:

If all material is not available under optimum conditions, what constraints present the library from improving access?

If change is indicated, what would be required to make an optimum situation?

BASIC DATA TABLE XI. ACCESS TO EQUIPMENT WITHIN THE LIBRARY

Directions: Write symbols describing accessibility in Columns B-J, using the following code: X = Not applicable
O = Library has materials requiring equipment, but lacks equipment
A = Library has equipment for materials, but requires staff intermediary
C = Library has self-service equipment

If access is the same for all in-house user groups, use Column A.

Equipment	A All In-house Users	B	C	D	E	F	G	H	J
		In-house Users+					Outside Users+		
		1	2	3	4	5	6	7	8
a. Photocopiers									
b. Microform readers									
c. Microform printers									
d. Public typewriters									
e. Bibliographic computer terminals									
f. Instructional computer terminals									

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical speicalists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

BASIC DATA TABLE XI (Continued)

Equipment	A All In-house Users	B	C	D	E	F	G	H	J
		In-house Groups+					Outside Groups+		
		1	2	3	4	5	6	7	8
g. Other computer terminals for other data banks or uses									
h. Slide projectors/filmstrip projectors									
j. Film projectors									
k. Opaque projectors									
m. Overhead projectors									
n. Videotape players									
o. Phonorecord players									
p. Audio-duplication equipment									
q. Video-duplication equipment									
r. Transparency makers									
s. Hardware equipped carrels									
t. Other (Specify):_____									
_____									

User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA: Is staff assistance for the user of self-service equipment readily available? Y_____ N_____

To what extent are multiple units of equipment available, given the size of user groups?

No duplicate equipment; only single users	Sufficient for simultaneous use of 2-9% of users	Sufficient for simultaneous use of 10-19% of users	Sufficient for simultaneous us of 20-30% of users

If change is indicated, what is the library's responsibility?

EVALUATIVE SUMMARY III. LOAN AND FACILITATION SERVICES

Directions: Considering the analysis in Basic Data Tables VIII, IV, X and XI in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A enter the synbol for the extent of agreement with each statement, using the following symbols:

A = Not at all; does not describe the library
C = Selectively; informally; library operates under substantial constraints
E = Inclusively; accurately describes the library

	Column A
1. The library's concern for complete and convenient utilization of all materials is implemented by loan and duplication services that recognize various needs of various user groups.	____
2. Loan and duplication services are offered on a planned basis subject to change as indicated by user group feedback.	____
3. The library's concern for complete and convenient utilization of all materials is implemented by facilitation services designed to provide complete access to materials and services to all users.	____
4. Facilitation services are offered on a planned basis subject to change as indicated by user group feedback.	____
5. The library is open and fully staffed during all time periods that coincide with the needs of primary user groups.	____
6. The library is open and fully staffed sufficient time to prevent queuing problems except during peak periods.	____
7. The library provides all equipment needed to use the materials included in its holdings.	____
8. The library has sufficient duplicate equipment to prevent queuing problems except during peak periods.	____
9. The library has analyzed its capability to meet its objectives in relation to loan and duplication of materials and has considered the significance of its analysis for the future.	____
10. The library has analyzed its capability to meet its objectives in relation to access to materials and has considered the significance of its analysis for the future.	____

C. TEACHING SERVICES

RATIONALE AND ASSUMPTIONS: Some library users have never used a library designed to support educational and informational needs; most have never used intensively the literature of a complex interdisciplinary professional field. Even those who are well acquainted with professional libraries and literature update is frequently necessary because new tools for bibliographic and subject control are frequently introduced and are of potential immediate usefulness.

It is assumed in this planning guide that the professionally trained members of the library staff are capable of a wide range of formal and informal teaching skills. It is further assumed that the provision of a variety of teaching services to all user groups is the responsibility of the staff.

If the rationale and assumptions on which library teaching service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE XII. TEACHING SERVICE TO USER GROUPS

Directions: Enter symbols describing service in Columns A-H, using the following code:
X = No users in the category; not applicable
A = Service is not provided
B = Service provided selectively and/or informally; on request
C = Service provided in planned, formal way

Teaching Service	A	B	C	D	E	F	G	H
	In-house Users+					Outside Users+		
	1	2	3	4	5	6	7	8
a. Initial orientation to new users								
b. Seminars to introduce new materials, services								
c. Assistance in selection of teaching materials								
d. Assistance in planning library assignments								
e. Classroom instruction at invitation of teacher								

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

BASIC DATA TABLE XII (Continued)

Teaching Service	A	B	C	D	E	F	G	H
	In-house Users+					Outside Users+		
	1	2	3	4	5	6	7	8
f. Individual instruction initiated by staff or user								
g. Course(s) in subject literature and/or use of professional libraries								
h. Guidance in bibliographic compilation								
j. Preparation of on-site teaching aids								
k. Preparation of pathfinders and other bibliographic guides								
m. Team instruction with faculty								
n. Evaluation of pertinancy and reliability of literature								
p. Other (Specify):								

+User Groups:
1. Administrative Staff
2. Faculty
3. Technical Specialists
4. Undergraduate Students
5. Graduate Students
6. Alumni, Other Medical Personnel
7. Libraries
8. Special Community Groups

ADDITIONAL DATA:

If library staff offer formal courses, name and describe:

If library staff offer orientation or informal instruction on regular basis, give schedule for immediate past or current academic year:

If library staff has presented a seminar in immediate past or current academic year, describe or attach program:

If library staff does not provide teaching services, what constraints prevent it from doing so?

If change is indicated, what is the library's responsibility?

EVALUATIVE SUMMARY IV. TEACHING SERVICES

Directions: Considering the analysis in Basic Data Table XII in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A enter the symbol for the extent of agreement with each statement, using the following code:

A = Not at all; does not describe the library
C = Selectively; informally; library operates under substantial constraints
E = Inclusively; accurately describes the library

	Column A
1. The library's concern for complete utilization of all materials and services is implemented by a variety of teaching services available to all users.	_____
2. Teaching services are offered on a planned basis subject to change as indicated by user feedback.	_____
3. The library has analyzed its capability to meet its objectives in relation to its teaching responsibilities and has considered the significance of its analysis for the future.	_____

D. LIBRARY COLLECTIONS

1. Materials Exclusive of Periodicals

RATIONALE AND ASSUMPTIONS. The professional literature related to the field of pharmacy includes such diverse materials as books, pamphlets, periodicals, theses, dissertations, newspapers, directories, catalogs, compendia, patents, audiovisual materials and archival materials. Much of this literature is available in eye-readable format; but, increasingly, important materials are published in, or later become available only in, microformats. The pharmacy library will be primarily concerned with English language material; some foreign language reference works are always important, however, and research and advanced study needs may indicate the need for foreign language materials either in their original form or in translation. Bibliographic control over this material is provided by a group of abstracting, indexing and bibliographic services, as well as by numerous individual subject bibliographies.

It is assumed in this planning guide that the pharmacy college library, in order to meet its objectives for all user groups, must include materials in all of these formats, must be receptive to new formats, and must provide a variety of sources for use in reviewing the selecting materials. It is also assumed that, although pharmacy college users need access to general as well as professional materials, it is the professional collection that is of most concern in library planning and, therefore, in this planning guide.

It is assumed in this planning guide that the multiple interests represented in the building of a pharmacy collection can best be served on the basis of a carefully written and frequently reviewed materials selection (or collection development) policy statement that includes the following elements: identification of individuals and/or groups responsible for the selection of materials; outline of procedures for selection; delineation of the depth of collecting in the various subject categories; statement of the disposition to be made of gifts and exchange materials; statement of multiple copy purchase policy; and a list of the review and other bibliographic media to be used in building the collection. Weeding the collection is an essential responsibility related to collection building; policies and procedures for weeding should, therefore, be included in the statement of policies regarding the collection.

It is further assumed that the library's responsibility to its primary user groups is such that they should be actively involved in building the collection. It is also assumed that various levels of support among the sub-disciplines of pharmacy education and research will coincide with the emphases of the curriculum and the advanced study projects of the individual college of pharmacy.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE XIII. PARTICIPATION OF PRIMARY USER GROUPS IN COLLECTION BUILDING

Directions: In Column A enter the names of all primary user groups identified in Basic Data Table I.
In Column B enter the symbol that expresses the nature of participation by each primary user group, using the following code:

- 0 = No participation by users
- A = Information participation only
- B = Formal participation in policy-making only
- C = Formal participation in selection of materials only
- D = Formal participation in policy-making and selection
- E = Formal participation in policy-making, selection and weeding

A	B		
	Representation by		Informal
Primary User Groups	Committee+	Individual+	Contacts

+Either appointed or elected

ADDITIONAL DATA:

If library does not build its collection on the basis of user participation, who selects and weeds collections:

If library does not build its collections on the basis of user participation, what constraints prevent the library from doing so?

If change is indicated, how could it be designed and implemented?

BASIC DATA TABLE XIV. LEVEL OF SUPPORT OF SUBJECT COMPONENTS

Directions: Enter in Column A the number of courses offered by (or in the case of basic and pre-pharmacy studies, required by) the college of pharmacy.
Enter in Column B the symbol for the level of support for each subject listed, using the following code:

X = Not applicable; courses not offered
A = Minimal support; token materials only
B - Textbooks and minimal curriculum support
C = Selective in addition to minimal curriculum needs
D = Inclusive; considerable up-date and research support in addition to curriculum support

Subjects	A Number of Courses Undergraduate	A Number of Courses Graduate	B Level of Support
a. Reference Materials			
b. Health Care Administration			
c. Pharmaceutics			
d. Clinical Pharmacy/Drug Information			
e. Pharmacology			
f. Pharmaceutical Chemistry			
g. Pharmacognosy			
h. History (Science, Medicine, Pharmacy)			
j. Pathology			
k. Psychology			
m. Basic Biological Sciences			
n. Basic Natural Sciences			
o. Basic Physical Sciences			
p. Liberal Arts			
q. Other (Specify):_____			
_____			
_____			

ADDITIONAL DATA:

If library does contain a general collection, does its level of support inhibit the development of the professional collections?

If library does not have a planned program of collection development, including levels of support and priorities, what constraints prevent the library from developing such a program?

If change is indicated, what is the library's responsibility?

BASIC DATA TABLE XV. MATERIALS REVIEW MEDIA USED

Directions: Enter a check in Column A to indicate that media of the type named are available in the library for review and selection. Enter in Column B the symbol that indicates the kind of utilization made of available review media, using the following code:

A = Not used in formal, systematic way
B = Used by staff only
C = Used by staff and user group representatives

Sources	A Availability	B Utilization
a. Periodical Review Media		
b. Current Bibliographic Services		
c. Bibliographic Reviews		
d. Publishers Notices, Catalogs		
e. Acquisition Lists from Other Libraries		
f. Other (Specify):_____		
_____		
_____		

ADDITIONAL DATA:

If the library does not use a variety of review media in its collection building procedures, what constraints prevent it from doing so?

If change is indicated, what procedures should be established and what sources of review information should be available?

2. Periodicals

RATIONALE AND ASSUMPTIONS: The nature of scientific publishing requires the acquisition of large numbers of current periodicals in any scientific library and the initiation of every subscription implies a longterm commitment to continuation. The nature of scientific investigation dictates the availability of backruns of periodicals that contain the primary research publications of the past. The complexity of this vast literature--and especially its interdisciplinary relationships in a field like pharmacy--mandates the provision of tools for bibliographic control. Budgets for the development of periodicals collections are, therefore, characteristically high in proportion to budgets for other types of materials in scientific libraries.

It is assumed in this planning guide that more stringent policies will apply to the initiation of new periodical subscriptions than to the purchase of other types of materials, and that major additions to the subscription list should be accompanied by the re-evaluation of the entire list. It is also assumed that even without the anticipation of such change, the periodical subscription list should be systematically re-evaluated, and that this procedure should be carried out with the advice of all primary user groups. It is further assumed that justification for burgeoning periodicals subscription lists, especially for the expensive indexing and abstracting services, can be best provided through analysis of the utilization of these materials.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

DATA ABOUT PERIODICALS COLLECTIONS:

What proportion of the library's periodicals are covered by the index/abstract services to which the library subscribes?

Are parts of the periodicals collection that are not covered by the pharmacy library's subscriptions to index/abstract services actually covered by such services available in other libraries in the parent institution or in readily available back-up agencies? Y_____ N_____

If Y, please explain:

What is the library's current schedule for re-evaluation of the periodicals subscription list?

Have changes been effected in the recent past because of such a re-evaluation? Y_____ N_____

If Y, please explain:

When was the library's subscription list of index/abstract services last re-evaluated?

Were changes effected as a result? Y_____ N_____

When was the retrospective periodicals collection (including index/abstract services) last re-evaluated?

What role did primary user groups play in these assessments of the periodicals collections?

Have in-house studies of the utilization of the periodicals collection been carried out within the last three years? Y_____ N_____

If Y, attach a copy of the study report (or insert an abstract of the significant findings):

If the library does not have procedures for evaluating its periodical collections, what constraints prevent it from developing them?

If change is indicated, what is the thrust of such change?

ADDITIONAL DATA RELEVANT TO COLLECTION BUILDING:

Does the pharmacy college library have a procedure for inputing information about its tangential and general needs to the libraries to which it looks for extension of its own collections (i.e., other libraries in its parent institution and/or in its community)? Y_____ N_____

Does the pharmacy college library have any contractual (or other formal) arrangements for collection building and for sharing resources and services with other libraries or library support agencies (such as union catalogs, library research center, cooperative networks)? Y_____ N_____

If Y, please explain:

Does the pharmacy college library have informal arrangements for collection building and for sharing resources and services with other libraries or library support agencies? Y_____ N_____

If Y, please explain:

If the library does not have procedures for extending and sharing collections with other agencies, what constraints prevent it from developing them?

If change is indicated, what is the library's responsibility?

EVALUATIVE SUMMARY V. LIBRARY COLLECTIONS

Directions: Considering the analysis in Basic Data Tables XIII, XIV and XV along with the additional data related to collection building in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A enter the symbol for the extent of agreement with each statement, using the following code:

A = Not at all; does not describe the library
B = Minimally true of library
C = Selectively; informally
D = Accurate in major ways, but there are limitations
E = Inclusively; accurately describes the library

	Column A
1. All of the library's primary user groups participate in the development of the collections.	____
2. The level of collection support in the area of reference materials is consistent with the library's objectives.	____
3. The level of collection support in the area of major subject emphasis is consistent with the library's objectives.	____
4. The level of collection support in the areas of secondary subject emphasis is consistent with the library's objectives.	____
5. The level of collection support in periodicals is consistent with the library's objectives.	____
6. The level of collection support in bibliographic control of periodicals is consistent with the library's objectives.	____
7. The level of collection support in audio-visual materials is consistent with the library's objectives.	____
8. Recognized materials review media are used regularly and systematically in the selection of materials.	____
9. Established procedures for re-evaluation of all segments of the collection are used regularly in the development of the collection.	____
10. The library has appropriate reciprocal and/or cooperative arrangements with support agencies in its parent institution and/or in its total community.	____
11. The library has analyzed its capability to meet its objectives in relation to its collections and has considered the significance of its analysis for the future.	____

E. PHYSICAL FACILITIES FOR LIBRARY SERVICE

RATIONALE AND ASSUMPTIONS. Library objectives predetermine the need for three types of space and equipment; (1) space and equipment for the use of library materials within the library; (2) space and equipment for the storage of library materials; (3) space and equipment for staff work.

It is assumed in this planning guide that both the quality and the quantity of the space and equipment are factors in the library's capability for carrying out its objectives. It is also assumed that specialized services such as audio-visual production and the management of individualized learning materials cannot be superimposed on space allocated for traditional library services without loss of quality in both the traditional and the innovative service.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE XVI. PHYSICAL FACILITIES FOR LIBRARY SERVICE

Directions: Enter in Column A the symbol that expresses the level at which physical facilities are maintained, using the following code:

- A = No provision in library; available elsewhere in the parent institution
- B = Minimal or inappropriate provision; badly overcrowded conditions; lack of needed equipment; constant queuing for space, equipment
- C = Insufficient; occasional overcrowding; outdated space and equipment; no expansion space
- D = Moderate provision; appropriate quality; up-to-date equipment; some overcrowding and queuing at peak periods; minimal expansion space
- E = Maximum provision; expansion space and equipment available; little or no queuing even at peak periods

BASIC DATA TABLE XVI (Continued)

Space and Equipment	Column A
A. Environmental Elements	
a. Heating/Air conditioning	____
b. Moisture level	____
c. Flooring	____
d. Lighting	____
e. Noise level	____
f. Odor level	____
g. Vibration level	____
h. Cleanliness	____
j. Color	____
k. Traffic patterns	____
m. Convenience in relation to related areas	____
n. Security	____
p. Electrical outlets	____
q. Running water in staff work area	____
r. Other (Specify)_____	____
_____	____
B. Space Areas	
a. Personal user work space	____
b. Group user work space (e.g. conference rooms)	____
c. Staff work space	____
d. Materials storage space	____
e. Educational display space	____
f. User smoking space	____
g. User lounge space	____

BASIC DATA TABLE XVI (Continued)

Space and Equipment	Column A
B. Space Areas (Continued)	
h. Staff lounge space	____
j. Other (Specify) _____	____
_____	____
C. Equipment	
a. User tables and chairs	____
b. Staff desks and chairs	____
c. Stack shelving	____
d. Display shelving	____
e. Educational display cases	____
f. Bulletin boards	____
g. Communication systems (i.e., phone, intercom)	____
h. Educational communication systems (i.e. tv, computer terminals)	____
j. User typewriters	____
k. Staff typewriters	____
m. Wet carrels	____
n. Study carrels	____
p. Photocopy for users	____
q. Photocopy for staff	____
r. Specialized equipment for reference materials (i.e., index tables, drug information files, vertical files)	____
s. Microforms use equipment (i.e., projectors, printers)	____
t. Microforms storage equipment	____
u. Other (Specify): _____	____
_____	____

ADDITIONAL DATA:

Give square footage for the following space areas, or attach a floor plan of the library:

User work space _____
Staff work space _____
Materials storage space _____

Do you have plans for remodeling or new facilities within the next three years? Y_____ N_____

If Y, give a summary of the plans, or attach a copy of the new floor plan.

If in your opinion the library's facilities are inadequate in relation to its objectives, what are the constraints that prevent correction of the situation?

If change is indicated, what is the library's need?

EVALUATIVE SUMMARY VI. PHYSICAL FACILITIES

Directions: Considering the analysis in Basic Data Table XVI in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A enter the symbol for the extent of agreement with each statement, using the following code:

A = Not at all; does not describe the library
B = Minimally true of library
C = Partially accurate; some deviation
D = Accurate in major ways, but there are some limitations
E = Statement describes library completely and accurately

If physical facilities for media production and use are available elsewhere in the parent institution, check here and do not consider provision for media in this summary: _____

	Column A
1. The amount of space and equipment available for the use of library materials within the library is consistent with the library's objectives.	_____
2. The quality of space and equipment available for the use of library materials within the library is consistent with the library's objectives.	_____
3. The amount of space and equipment available for the storage of library materials is consistent with principles of good library management.	_____
4. The quality of space and equipment available for the storage of library materials is consistent with principles of good library management.	_____
5. The amount of space and equipment available for staff work permits implementation of the library's objectives.	_____
6. The quality of space and equipment available for staff work permits implementation of the library's objectives.	_____
7. The library has analyzed its capabilities to meet its objectives and practice good library management in relation to its physical facilities and has considered the significance of its analysis for the future.	_____

F. ADMINISTRATION OF LIBRARY SERVICES

1. Organizational Structure

RATIONALE AND ASSUMPTIONS. Authority and dicision-making follow the chain of command in a hierarchical organization; the level at which they are operative is a significant factor in the library's management and capability for service.

It is assumed in this planning guide that the librarian operates in some ways within the general policies of the parent institution and in some ways under the authority of the dean and faculty of the pharmacy college. It is also assumed, however, that the best service results from authority and decision-making at the library level in the planning and management of services, materials selection and staff. It is further assumed that the librarian has regular, formal means by which to participate in decisions made at higher administrative levels that affect the library, its staff and its services.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

DATA ABOUT ORGANIZATIONAL STRUCTURE

Sketch or attach a copy of the organizational chart of your parent institution showing the pharmacy library's position in relation to both the college of pharmacy and other libraries in the institution. Be sure that both line and staff relationships are indicated. (Follow the customary procedure of using continuous black line to show line (or authority) relationships and a dotted line to show staff (or liaison) relationships.)

BASIC DATA TABLE XVII. AUTHORITY OF LIBRARIAN

Directions: Enter in Column A the symbol that expresses the extent of the pharmacy college librarian's authority, using the following code:

A = Decisions made by outside authority (e.g. dean; director of libraries; library coordinator) with little or no input from pharmacy college librarian
B = Decision made by outside authority with active input from pharmacy college librarian
C = Decisions made jointly by pharmacy college librarian and outside authority
D = Decisions made by pharmacy college librarian subject to approval of outside authority
E = Pharmacy college librarian has complete responsibility and authority

If response in Column A is A, B, C or D, enter in Column B the name of the outside authority (i.e., the name of the position, not a personal name).

	Column A	Column B
1. To what extent does the librarian have the authority to make decisions related to staff management in the library (e.g., task assignment and scheduling).	____	____
2. To what extent does the librarian have the authority to make decisions related to library policy (e.g., hours of service, types of service).	____	____
3. To what extent does the librarian have the authority to make decisions related to setting library's planning goals (e.g., collection development; staff development).	____	____
4. To what extent does the librarian have the authority to make decisions related to library relationships with libraries outside the parent institution (e.g., cooperation in support agencies and networks; contractual agreements).	____	____

ADDITIONAL DATA:

Are there established procedures by which the pharmacy librarian participates in decisions made outside the library but within the pharmacy college that affect the library? Y_____ N_____

Are there established procedures by which the pharmacy librarian participates in decisions made in the parent institution but outside the pharmacy college that affect the library? Y_____ N_____

Are there established procedures by which the pharmacy library staff participates in decisions made by the head pharmacy librarian?

Y_____ N_____

If there is little or no provision for the pharmacy librarian and staff members to participate in decisions that affect the library, what constraints inhibit change?

If change is indicated, what procedures could be instituted?

2. Reporting System

RATIONALE AND ASSUMPTIONS. Periodical, systematic reporting is the backbone of the administrative communication system.

It is assumed in this planning guide that the pharmacy college library's primary line of authority and responsibility comes either from the dean of the college or the university director of libraries, with a staff (or liaison) relationship with the other. It is also assumed that both of these positions are very important to the pharmacy college library and that communication with each is essential.

It is further assumed that if demands for reporting are not made on the pharmacy college library by these authorities (or if the required reports are too meager to satisfactorily represent the library), the library has the responsibility to initiate such reporting as will represent it and its needs to its administrative superiors.

It is further assumed that the general term "reporting" includes a variety of kinds of reports (e.g., resumes of activities; financial; descriptive; evaluative; review and planning), and that each library has the responsibility to decide which kinds of reports satisfy its needs for administrative communication.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

DATA ABOUT REPORTING SYSTEM

Is there a regular schedule for reporting? Y_____ N_____
If Y, insert a copy of the schedule for the current or immediate past academic year.

Are the objectives of the library reviewed?

never	infrequently	frequently but irregularly	frequently on a regular basis

Are both short and long range goals made and reported on the basis of other reports?

never	infre-quently	frequently but irregu-larly	frequently on a regular basis

Do the authorities within the parent institution to which the library's reports are addressed respond?

never	infre-quently	frequently but irregu-larly	frequently on a regular basis

BASIC DATA TABLE XVIII. REPORTING

Directions: Enter in Column A the symbol that expresses the extent of reporting, using the following code:

A = never; rarely
B = minimal reports only; library does not always respond to requests for reports
C = library responds to all routine requests for reports
E = library responds to all routine requests for reports and initiates special reports frequently

Authority to Which Report is Addressed	Column A
a. Dean of Pharmacy College	_____
b. University Director of Libraries	_____
c. AACP	_____
d. National Survey of Libraries	_____
e. Medical Library Association Survey	_____
f. Other (Specify):_____	_____
_____	_____

If the library's responses to the above questions have been in the lower range, what are the constraints that prevent it from developing a better reporting system?

If change is indicated, what would constitute a satisfactory reporting system for the library under study?

3. Administrative Responsibilities and Personnel Management

RATIONALE AND ASSUMPTIONS. The quality of the pharmacy library's personnel is the most important factor in the effectiveness of the library as an informational and educational resource of the college. Given qualified personnel in the library, it is in the interest of good administrative practice to assure that staff members have responsibilities commensurate with their qualifications.

It is assumed in this planning guide that the minimum staff required for any effective library includes one professionally trained library science degree-holding librarian and one clerk/typist or student assistant(s) with clerical and/or typing capability. Staff members in addition to this minimum are added on the basis of factors such as (1) size of the various user groups, (2) degrees of library responsibility to each user group, (3) range and nature of services offered, (4) size and nature of collection to be maintained, (5) amount and nature of staff supervision required. Thus no numerical standard for staff is imposed. Rather, it is assumed that the number, level and specific capabilities of staff members will differ from school to school based on each school's analysis of need in relation to its objectives and the above-named factors.

It is further assumed that having appropriately qualified staff, individuals will be assigned tasks appropriate to both library needs, personal capabilities and principles of good personnel management.

It is assumed that both employer and employee have an interest in continuing education and staff development of all library personnel. This principle is especially important in scientific and health science educational and service agencies. Professional association activities as well as formal academic work are assumed to contribute to up-dating and development of staff.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE XIX. LIBRARIAN'S ADMINISTRATIVE RESPONSIBILITIES

Directions: Enter in Column A the symbol that expresses the extent to which the librarian's administrative responsibilities coincide with the statements below, using the following code:

A - Librarian is not assigned this responsibility
B = Librarian is assigned this responsibility occasionally or in special circumstances
C = Librarian is assigned this responsibility, but does not always carry it out; or, Librarian performs this responsibility jointly with other administrative personnel
D = Part of librarian's regular responsibility; regularly carried out

Responsibilities	Column A
a. Determines library policies consistent with the objectives of the institution	_____
b. Represent the library in the institution's administrative and planning sessions for the purpose of effecting changes in the library operation	_____
c. Interviews and makes final selection of all applicants for positions on the library staff	_____
d. Suggests salary ranges for the library staff and evaluates performance in accordance with institutional policy	_____
e. Trains and supervises all staff members	_____
f. Prepares job descriptions that define duties, responsibilities and requirements of all positions	_____
g. Maintains effective communication with and among all staff members and keeps them informed about policy matters that affect their work	_____
h. Provides for staff participation in interpreting the library's policies and services	_____
j. Establishes procedures for all operations essential for the efficient management of the library	_____
k. Institutes policies and assumes responsibility for acquisitions, organization and maintenance of the collections	_____
m. Plans, organizes and evaluates the library's services	_____
n. Works with architects and planning specialists on problems relating to space and equipment library needs	_____
o. Plans and justifies a budget	_____
p. Performs and supervises the library's informational and educational services	_____

ADDITIONAL DATA

Have job descriptions been written for all library positions? Y_____ N_____

If Y, are job descriptions on file for consultation? Y_____ N_____

Does each member of the library staff have training and experience consistent with the requirements of his assigned responsibilities? Y_____ N_____

Are salaries and fringe benefits consistent with those of equivalent positions in the geographic area? Y_____ N_____

What are the constraints that prevent the library from using these personnel management techniques?

If change is indicated, how could the situation be improved?

Characterize the provision for staff development (e.g., released time for continuing education and professional association activities; travel funds; membership fees; tuition for courses and meetings; sabbaticals).

None	Minimal	Available in limited quantity	Optimal

What are the constraints that prevent the library from developing a staff development program?

If change is indicated, what is the library's responsibility?

Attach a vita for each member of the staff showing especially (1)training, (2) job responsibility, (3) membership and activities in professional associations.

4. Financial Management

RATIONALE AND ASSUMPTIONS. Every phase of the library's responsibility plus the costs of the resources with which to meet these responsibilities must be covered in budgeted funds whether the library operates under a separate budget or within the budget of a larger unit of the parent institution (e.g., within the budget of the pharmacy college or the university libraries). Allowable costs are, therefore, derived from the library's objectives.

It is assumed in this planning guide that the extent to which the library can meet its objectives and serve as a major resource to the pharmacy college in meeting its objectives is directly dependent on the library's budget. The preparation of a realistic budget and its justification is therefore a major responsibility for the library's administrator.

It is also assumed that the initial preparation of the library's budget for a given fiscal period is the responsibility of the pharmacy librarian with the advice and assistance of his immediate administrative superior, and that the final budget is arrived at by higher administrative authorities. It is further assumed that the expenditure of the budget is the direct responsibility of the librarian and that this responsibility includes the maintenance of appropriate records compatible with the financial accountability system of the parent institution.

If the rationale and assumptions on which library service is based in the library under study do not agree with those stated above, insert the library's own statement here:

BASIC DATA TABLE XX. LIBRARIAN'S BUDGETARY RESPONSIBILITIES

Directions: Enter in Column A the symbol that expresses the extent to which the librarian's budgetary responsibilities coincide with the statements below, using the following code:

A = Librarian does not perform this responsibility; performed elsewhere in the university
B = Librarian is asked for information or advice, but budget is formulated outside the library
C = Librarian is assigned this responsibility jointly with another administrative officer
D = Librarian is assigned this responsibility and carries it out regularly

If the library's costs do not show as separate budget items on any budget (either separate or as part of a larger administrative unit) check here and skip this table: _____

Budgetary Responsibilities	Column A
a. Prepares initial budget	_____
b. Prepares final budget	_____
c. Appears before administrative authority to explain and justify budget	_____
d. Authorizes expenditures from budget	_____
e. Maintains records of expenditures	_____
f. Evaluates and keeps administrative superiors informed of the extent to which budget and implementation of objectives coincide	_____

ADDITIONAL DATA

If the library's costs do not show as separate items on any budget, what constraints prevent the library from having a separate budget?

If change is indicated, what would constitute acceptable budgetary practice for the library:

Do budgetary practices allow for the presentation of supplementary budgets or new budget items to cover added library responsibilities (e.g., support for new courses in the curriculum; support for new degree programs; initiation of new services such as media production and management)? Y_____ N_____

Has the library's budget been systematically reviewed in relation to national cost indexes and local costing considerations within the last three years? Y_____ N_____

If the responses to the above two questions are negative, what constraints prevent the library from incorporating these procedures in its financial management?

If change is indicated, what is the library's responsibility?

To what extent, in the opinion of the library staff, has the budget supported the objectives and priorities of the library during the last three years?

Budget was unrealistic	Minimal support	Support for major objectives is adequate but tangential areas are severely limited	Optimum support

To what extent, in the opinion of the library staff, will the budget projected for the next fiscal period for which budget has been prepared support the objectives and priorities of the library?

Budget is unrealistic	Minimal support	Support for major objectives is adequate but tangential areas are severely limited	Optimum support

EVALUATIVE SUMMARY VII. LIBRARY ADMINISTRATION

Directions: Considering the analysis in Basic Data Tables XVII, XVIII, XIX and XX and the additional data related to the administration of the library in relation to the objectives of the parent college, to what extent do the following statements describe the library under study? In Column A enter the symbol for the extent of agreement with each statement, using the following code:

A = Not at all; does not describe the library/librarian
B = Minimally true
C = There are many inconsistencies with the statement
D = Accurate most of the time; some deviation
E = Accurately describes the ongoing situation

	Column A
1. The librarian has a degree of authority to make decisions related to daily work in the library that is consistent with the library's objectives.	_____
2. The librarian has a degree of authority to make decisions related to library planning and development that is consistent with the library's objectives.	_____
3. The librarian maintains a reporting system that is consistent with the best interest of library service and development.	_____
4. The qualifications and responsibilities of individual staff members are appropriate to the library's objectives.	_____
5. Library staff development is a priority of the library administrator.	_____
6. Library staff development is a priority of the administration of the administrative unit to which the library belongs.	_____
7. The librarian maintains budgetary practices that are consistent with the best interests of library service and development.	_____
8. Fiscal management and funding levels support the responsibility, objectives and priorities of the library and the pharmacy college.	_____
9. The library has analyzed its capability to meet its objectives within its administrative framework, policies and procedures and has considered the significance of its analysis for the future.	_____

III. LIBRARY PROFILE

This profile should be completed after the preceding sections of data have been compiled by transferring evaluation symbols from the summary tables as directed. Items listed in the Summary Tables and in the Profile abstract data which were detailed in the Basic Data Tables. The profile displays value judgments made about the various factors which collectively describe the pharmacy college library. Thus the profile is a generalized picture of the service and administration of the library.

The symbols used in the summary tables are evaluative in nature, based on judgments that were made following study of the detail presented in the basic data tables. The precise meaning of these symbols varies since quality is evaluated in different terms for different aspects of library service and management.

This profile is derived on the basis of the stated assumptions underlying this planning guide. Libraries that operate on other assumptions have been given opportunities throughout this guide to state their assumptions and to present their services and administration in relation to their own rationale. This profile, as presented here, will therefore not be useful to libraries that have presented themselves in terms of their own rationale. Those libraries may wish to prepare a final summary consistent with their assumptions, or to omit such a summary or profile.

This profile will not be useful in comparing libraries either, except in the most general sense. Each library is to be evaluated in terms of its own responsibilities, objectives and priorities. Efforts to compare one library with another when the libraries may be expected to have different responsibilities, objectives and priorities will not be valid.

A. PROFILE OF THE LIBRARY OF _____ SCHOOL OF PHARMACY

Directions: Place a dot in the column that corresponds to the evaluation of every factor in the seven areas under study. Connect the dots vertically, omitting those in Column X; the profile of library strengths and weaknesses will emerge.

Factors in Evaluation	Evaluation[1]					
	X	A	B	C	D	E
I. Context for Service (Transfer from Evaluative Summary I, page 34)						
1. User group identification						
2. Determination of level of responsibility to user groups						
3. Determination of objectives and priorities for user groups						
4. Inclusion of user groups in planning for library service						
5. Inclusion of user groups in evaluation of library service						
II. Information and Media Services (Transfer from Evaluative Summary II, page 44)[2]						
1. Dynamic information program with range of services						
2. Planning for service based on user group feedback						
3. Some information services offered to all user groups						
4. Some information services meet unique needs						
5. Reciprocal arrangements with outside support agencies						
6. Dynamic media program with range of services						
7. Planning for media service based on user group feedback						
8. Some media services offered to all user groups						
9. Some media services meet unique needs						
10. Provision of access records for bibliographic control						
III. Loan and Facilitation Services (Transfer from Evaluative Summary III, page 54)						
1. Loan and duplication services recognize different needs						
2. Planning for service based on user group feedback						
3. Facilitation services provide complete access						
4. Planning for facilitation based on user group feedback						
5. Library open, staffed to meet needs of primary groups						
6. Queuing prevented except during peak periods						
7. Equipment provided as needed for all formats, materials						
8. Queuing for equipment prevented except during peaks						

[1]Code for Value Judgments: X = Not applicable
A = Not at all; does not describe the library under study
B = Rarely; minimally; in minor ways only
C = Selectively, but with limitations
D = Frequently; in major ways; few limitations
E = Completely; always; describes accurately the library under study

[2]If media services are offered by an agency outside the pharmacy school library, omit items 6-9.

PROFILE (Continued)

Factors in Evaluation	Evaluation[1] X	A	B	C	D	E
IV. Teaching Service (Transfer from Evaluative Summary IV, page 57)						
1. Range of teaching services for all users						
2. Planning for teaching service based on user group feedback						
V. Library Collections (Transfer from Evaluative Summary V, page 65)[2]						
1. Primary user group participation in collection development						
2. Level of collection support of reference materials						
3. Level of collection support of major subjects						
4. Level of collection support of secondary subjects						
5. Level of collection support of periodicals						
6. Level of collection support of bibliographical control of periodicals						
7. Level of collection support of audio-visual materials						
8. Use of recognized review media for selection						
9. Procedures for re-evaluation of collections						
10. Reciprocal and/or cooperative arrangements with support agencies						
VI. Physical Facilities (Transfer from Evaluative Summary VI, page 70)						
1. Amount of space and equipment for use of materials in library						
2. Quality of space and equipment for in-library use						
3. Amount of space and equipment for storage of materials						
4. Quality of space and equipment for storage of materials						
5. Amount of space and equipment for staff work						
6. Quality of space and equipment for staff work						
VII. Library Administration (Transfer from Evaluative Summary VII, page 82)						
1. Degree of authority to make daily decisions						
2. Degree of authority to make planning decisions						
3. Maintenance of reporting system						
4. Appropriateness of staff qualifications and responsibilities						
5. Priority of staff development by library administrator						
6. Priority of staff development by higher authority						
7. Budgetary practices						
8. Fiscal management and funding levels						

[1]Code for Value Judgments: X = Not applicable
A = Not at all; does not describe the library under study
B = Rarely; minimally; in minor ways only
C = Selectively, but with limitations
D = Frequently; in major ways; few limitations
E = Completely; always; describes accurately the library under study

[2]If media materials are routinely supplied by an agency outside the pharmacy college library, omit item 7.

B. ANALYSIS OF STRENGTHS AND WEAKNESSES

Based on the Profile, what are the library's greatest strengths for carrying out its objectives in relation to its primary user groups? (Refer back to Part I as needed.)

What are the library's greatest strengths for carrying out its objectives in relation to its secondary user groups?

What serious weaknesses inhibit or prevent the library from carrying out its objectives in relation to its primary user groups?

What serious weaknesses inhibit or prevent the library from carrying out its objectives in relation to its secondary user groups?

In every sub-section of data in the planning guide a question has been asked about constraints that prevent or inhibit the activities considered in that sub-section. In the space below rank the library's most significant weaknesses and beside each summarize any constraints that affect it, referring to your earlier analyses as needed.

Weaknesses	Constraints

C. PROJECTIONS FOR THE FUTURE

The final item in each Evaluative Summary related to the library's analysis of capability to meet objectives in relation to the major areas under study and the significance of this analysis for the future. Go back to each summary and reflect on your response. Pay special attention to responses related to weaknesses as shown in the Profile. Now consider your ranking of weaknesses and your statements of constraints above along with your thoughts about significance for the future. Consider also your responses to the repeated questions throughout Part II about needed changes. What changes to offset weaknesses could realistically be made in the forseeable future? Try to balance the significance of the needed changes against the known constraints. Bearing all of this in mind try to state 3-5 realistic, specific goals for next year, for the next three years and for the next five years.

Goals for Next Year	Goals for Next 3 Years	Goals for Next 5 Years